

HOUGHTON MIFFLIN HARCOURT

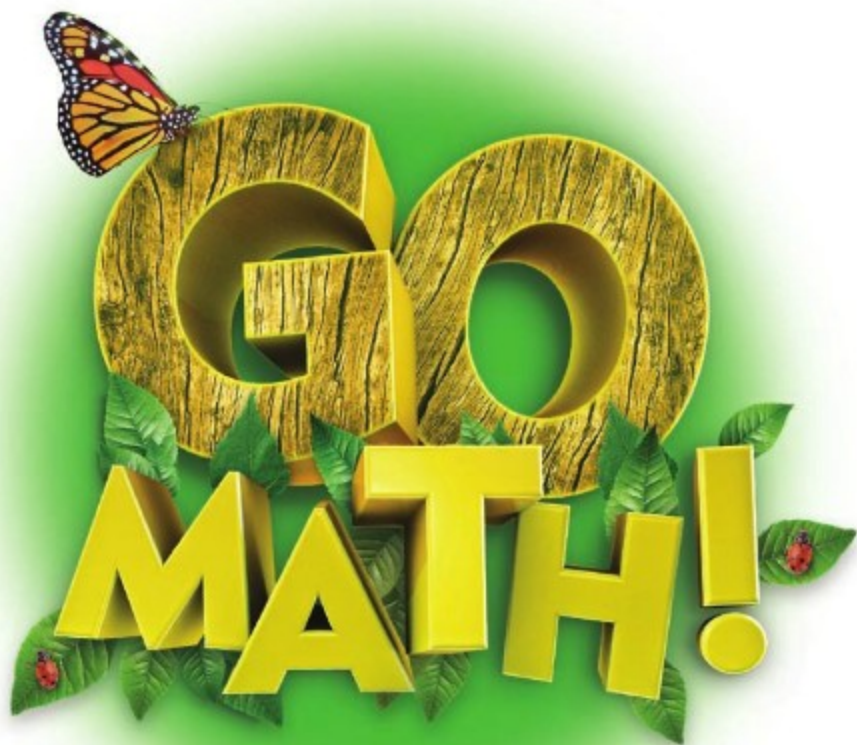


GO

MATH!

COMMON
CORE

EDITION



小米爸爸博客：<http://blog.sina.com.cn/zhitianqiong>



HOUGHTON MIFFLIN HARCOURT

GO MATH!



HOUGHTON
MIFFLIN
HARCOURT

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Welcome to **Go Math!**, Grade 1! In this exciting mathematics program, there are hands-on activities to do and real-world problems to solve. Best of all, you will write your ideas and answers right in your book. In **Go Math!**, writing and drawing on the pages helps you think deeply about what you are learning, and you will really understand math!

By the way, all of the pages in your **Go Math!** book are made using recycled paper. We wanted you to know that you can Go Green with **Go Math!**

Sincerely,

The Authors



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GO MATH!



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Operations and Algebraic Thinking

Math Story: Animals in Our World I

COMMON CORE

Critical Area Developing understanding of addition, subtraction, and strategies for addition and subtraction within 20

1

Addition Concepts

9

Domain Operations and Algebraic Thinking

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Domain Operations and Algebraic Thinking

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CRITICAL AREA

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Math Story

Animals in Our World
Science

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3

Addition Strategies

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Domain: Operations and Algebraic Thinking

Common Core Standards CC.1.OA.2, CC.1.OA.3, CC.1.OA.5, CC.1.OA.6

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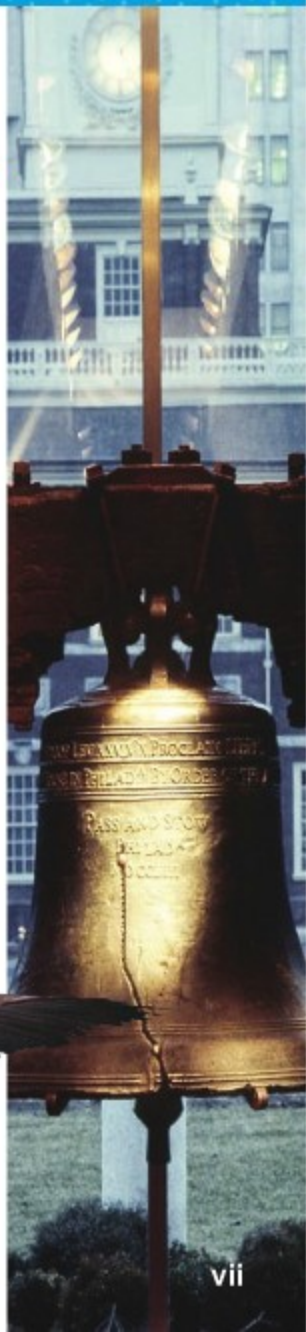
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Math Story: Around the Neighborhood. 229

**COMMON
CORE**

Critical Area Developing understanding of whole number relationships and place value, including grouping in tens and ones

6

Count and Model Numbers

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Domain Number and Operations in Base Ten

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Math Story

Around the Neighborhood



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7

Compare Numbers

285

Domain: Number and Operations in Base Ten

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8

Two-Digit Addition and Subtraction

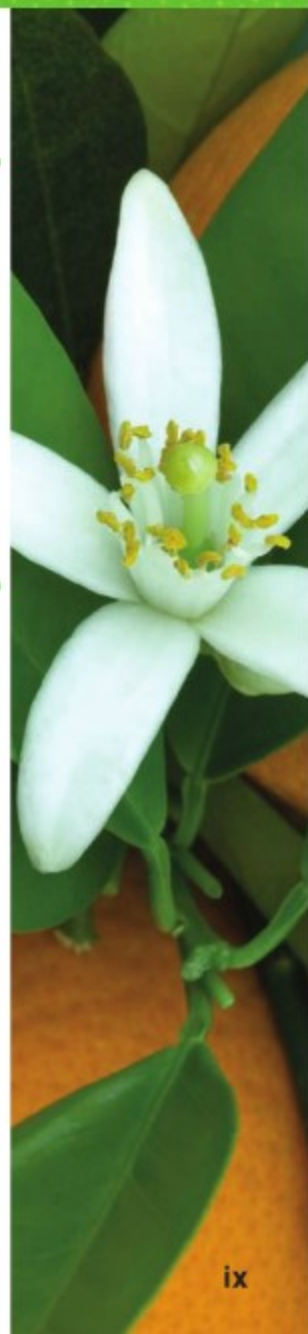
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Domains: Operations and Algebraic Thinking

Number and Operations in Base Ten

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Math Story: All Kinds of Weather 357

COMMON
CORE

Critical Area Developing understanding of linear measurement and measuring lengths as iterating length units

9

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365

Domain Measurement and Data

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Math Story

All Kinds of
Weather

SCIENCE

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for Standards Practice.

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Represent Data

409

Domain: Measurement and Data

Common Core Standard: CC.1.MD.4

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Math Story: On the Move 445

COMMON
CORE

Critical Area Reasoning about attributes of, and composing and decomposing geometric shapes

11

Three-Dimensional Geometry

453

Domain: Geometry

Common Core Standards: CC.1.G.1, CC.1.G.2

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Two-Dimensional Geometry

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Domain: Geometry

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Math Story

On the Move



Look for these:



Higher Order Thinking



Use every day for Standards Practice.

Animals in Our World

written by Martha Sibert



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CORE

CRITICAL AREA Developing understanding of addition, subtraction, and strategies for addition and subtraction within 20



Two parrots sit on the branch of a tree.

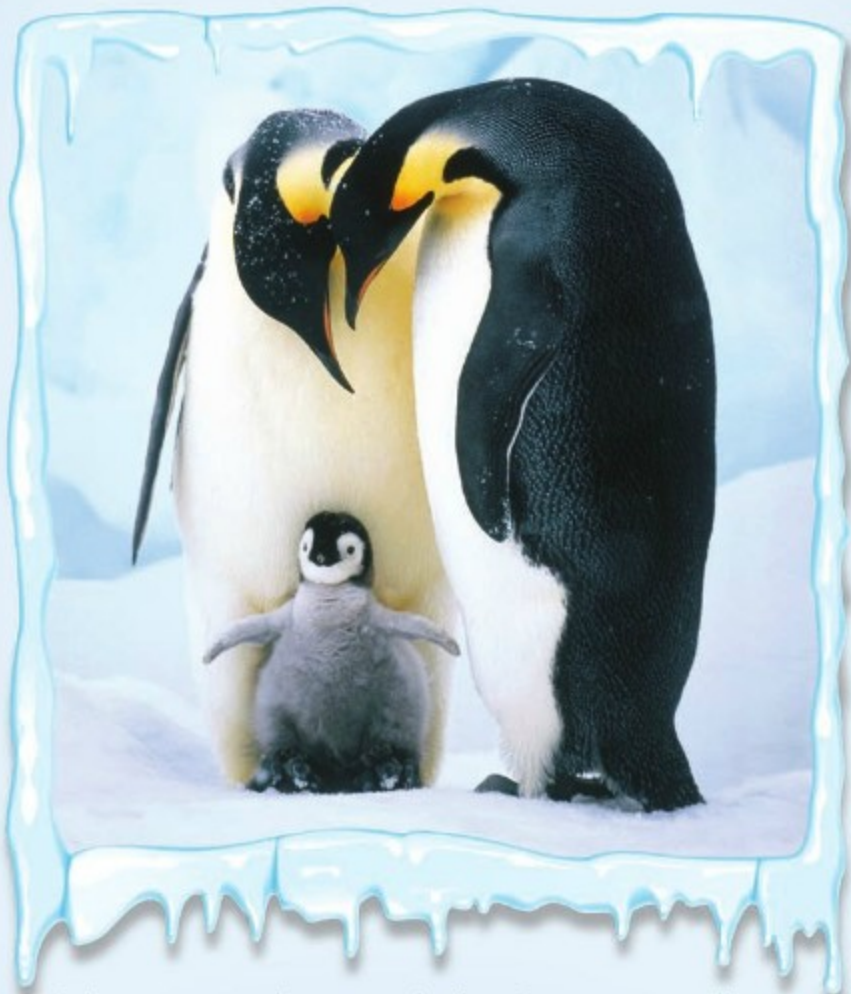
How many beaks do you see?

Science

Where do parrots live?



Four elephants walk. They are all the same kind.
How many trunks can you find?



Three penguins stand. One is very small.

Each has two feet. How many feet in all?

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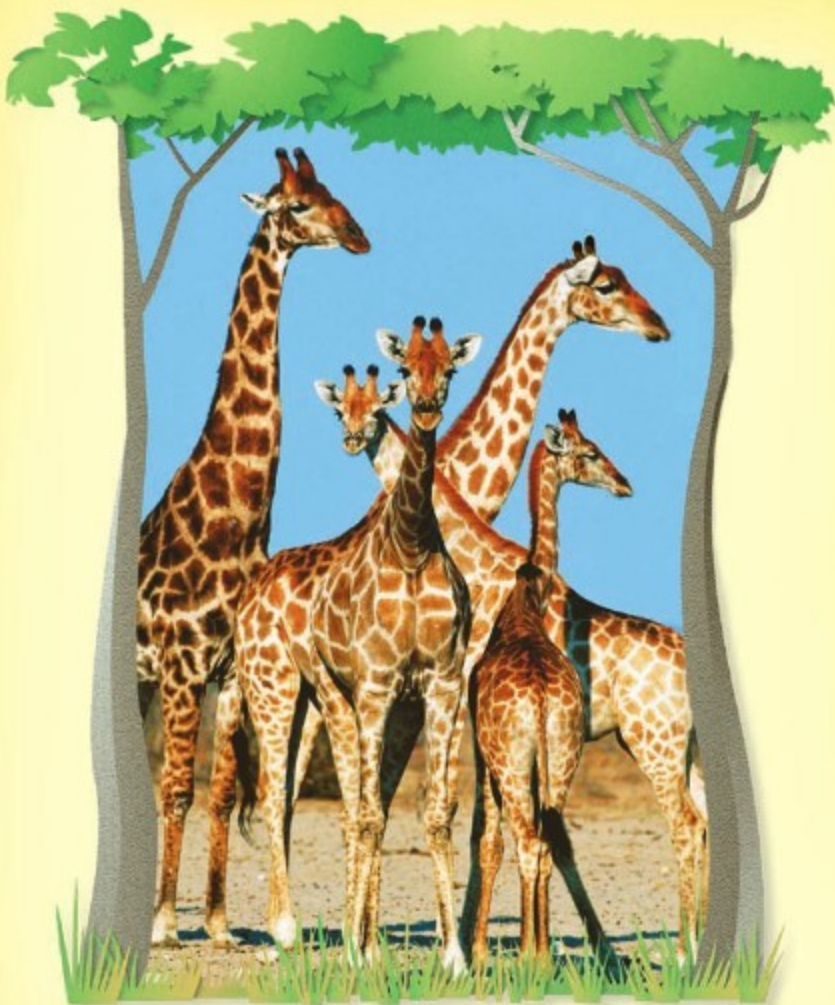
Science

Where do penguins live?



Four lions rest happy as can be.

Look at their ears. How many do you see?



Five giraffes stand straight and tall.

How many small horns do they have in all?

Science

Where do giraffes live?

Write About the Story



Draw more bears.
Then write an addition story
problem or a subtraction
story problem.



Vocabulary Review

plus +

minus -

Write the addition or
subtraction sentence.

___ ○ ___ ○ ___

How Many Ears?

Look at the picture of the pandas.
What if there were five pandas?
How many ears would there be?



Draw to explain.



Five pandas would have _____ ears.



Make up a question about another animal in the story. Have a classmate draw to answer your question.

Addition Concepts

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Curious About Math with
**Curious
George**

How many kittens can
you add to the group to
have 10 kittens? Explain.



Show What You Know**Explore Numbers 1 to 4**

Use ● to show the number.

Draw the ●.

1.

1

2.

3

Numbers 1 to 10

How many objects are in each group?

3.



_____ chicks

4.



_____ eggs

5.



_____ flowers

Numbers 0 to 10

How many spots are on the ladybug?

6.



7.



8.



9.





Family note: This page checks your child's understanding of important skills needed for success in Chapter 1.

Assessment Options
Soar to Success Math

Vocabulary Builder**Review Words**

add to

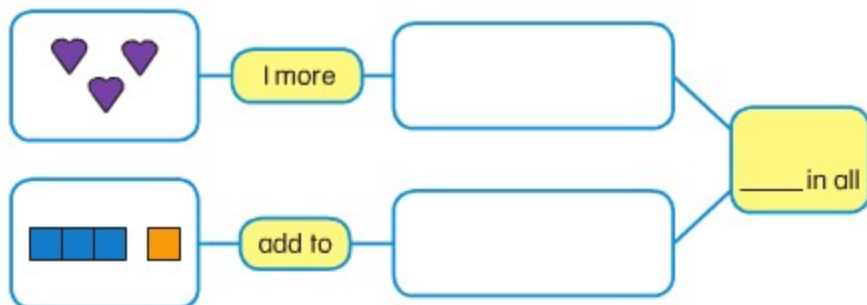
add

I more

Visualize It

Draw to show I more.

Draw to show adding to.

**Understand Vocabulary**

Complete the sentences with review words.

1. Sue wants to know how many counters are in two groups. She can _____ to find out.
2. Pete has 2 apples. May has 3 apples. May has _____ apple than Pete.

Game Addition Bingo

Materials

- 2 sets of Numeral Cards 0–4
- 18  • 4  • 4 

Play with a partner.

- 1 Mix the cards in each set.
Put both sets facedown.
- 2 Take a card from each set.
Join  and  to add.
- 3 The other player checks your answer.
- 4 If you are correct, cover the answer with a .
- 5 The other player takes a turn.
- 6 The first player to cover 3 spaces in a row wins.

7	1	8
3	6	5
0	2	4

Player 1

2	4	3
7	5	0
1	8	6

Player 2



Name _____

Lesson 1.1

Algebra • Use Pictures to Add To

Essential Question How do pictures show adding to?

COMMON CORE STANDARD CC.1.OA.1

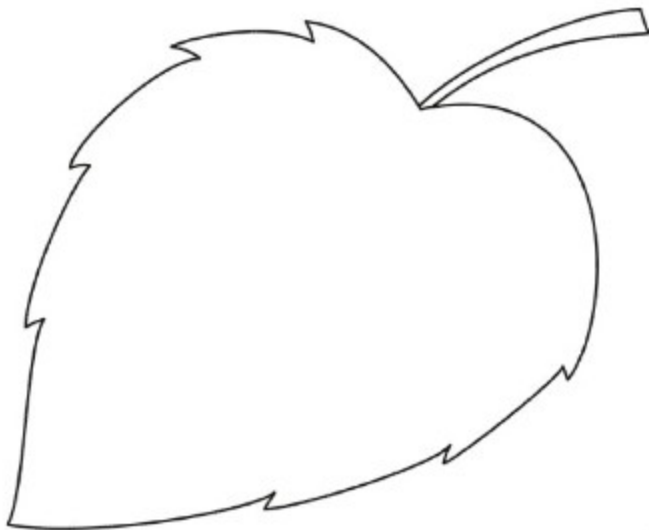
Represent and solve problems involving addition and subtraction.

Listen and Draw



Draw to show adding to.

Write how many there are.



_____ ladybugs

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FOR THE TEACHER • Read the following problem. Have children draw a picture to show the problem. There are 3 ladybugs on a leaf. 2 more ladybugs join them. How many ladybugs are there?

Math Talk

How does your drawing show the problem?

Explain.



MATHEMATICAL PRACTICES

Model and Draw



2 cats



and



1 more cat

3 cats in all

Share and Show



Write how many.

1.



3 fish

and

1 more fish

 fish

2.



4 bees

and



4 more bees

 bees

Name _____

On Your Own

Write how many.

3.



2 butterflies and 4 more butterflies _____ butterflies

4.



4 ladybugs and 3 more ladybugs _____ ladybugs

5.



Draw one way to show 9 worms.

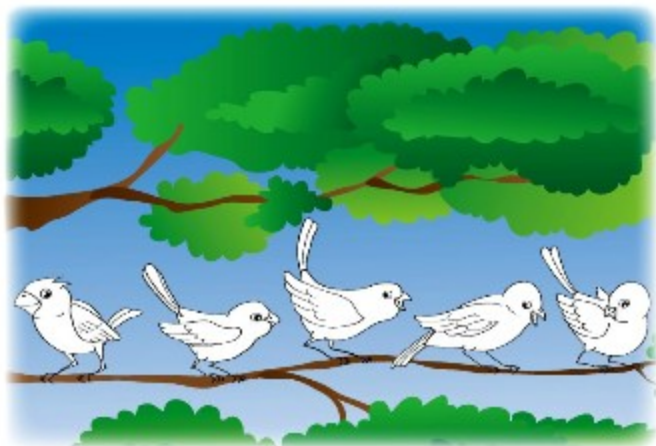
_____ worms and _____ more worms 9 worms

PROBLEM SOLVING REAL WORLD

Write Math



Color the birds to show how to solve.



6. There are 3 red birds. Some blue birds join them. How many blue birds are there?

There are ____ blue birds.

7. ★ **Test Prep** How many bees?

2 bees and 5 more bees ____ bees

3



5



7



8



TAKE HOME ACTIVITY • Have your child use stuffed animals or other toys to show 3 animals. Then add to the group showing 2 more animals. Ask how many animals there are. Repeat for other combinations of animals with totals up to 10.

Name _____

Model Adding To

Essential Question How do you model adding to a group?

HANDS ON Lesson 1.2

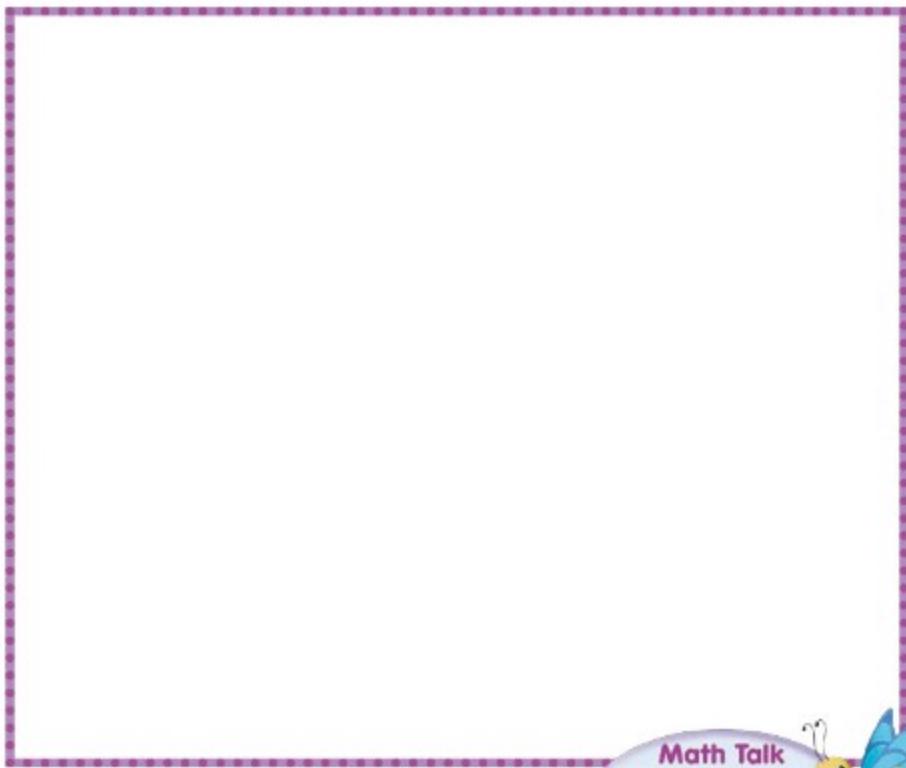
COMMON CORE STANDARD CC.1.OA.1

Represent and solve problems involving addition and subtraction.

Listen and Draw



Use  to show adding to.
Draw to show your work.



FOR THE TEACHER • Read the following problem. Have children use connecting cubes to model the problem and draw to show their work. There are 6 children on the playground. 2 more children join them. How many children are on the playground?

Math Talk

Explain how you use cubes to find how many in all.



MATHEMATICAL PRACTICES

Model and Draw



5 turtles

and



2 more turtles



5

+
plus



2

=
is equal to

7
sum

$5 + 2 = 7$ is an **addition sentence**.

Share and Show



Use  to show adding to.
Draw the . Write the sum.

1. 3 cats and 1 more cat

$$3 + 1 = \underline{\quad}$$

2. 2 birds and 3 more birds

$$2 + 3 = \underline{\quad}$$

 3. 4 bugs and 4 more bugs

$$4 + 4 = \underline{\quad}$$

 4. 4 fish and 2 more fish

$$4 + 2 = \underline{\quad}$$

Name _____

On Your Own



Use  to show adding to.
Draw the . Write the sum.

5. 5 dogs and 4 more dogs

$$5 + 4 = \underline{\quad}$$

6. 4 bees and 3 more bees

$$4 + 3 = \underline{\quad}$$

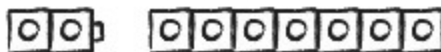
7. 4 frogs and 1 more frog

$$4 + 1 = \underline{\quad}$$

8. 3 ants and 5 more ants

$$3 + 5 = \underline{\quad}$$

9.  Corey drew cubes to show adding to. Draw to show how Corey should fix his picture. Write the sum.



$$2 + 8 = \underline{\quad}$$

PROBLEM SOLVING

REAL WORLD

Write Math

Use the picture to help you complete the addition sentences. Write the sum.



10.  +  =  in all

11.  +  =  in all

12.  +  =  in all

13. **H.O.T.** Circle the picture that shows $3 + 1 = 4$.



14. **★ Test Prep** What is the sum of 4 and 3?

1



6



7



8



TAKE HOME ACTIVITY • Put 3 pennies in one group and 2 pennies in another group. Have your child write an addition sentence to tell about the pennies. Repeat for other combinations of pennies with sums of up to 10.

Name _____

Model Putting Together

Essential Question How do you model putting together?

HANDS ON Lesson 1.3

COMMON CORE STANDARD CC.1.OA.1

Represent and solve problems involving addition and subtraction.

Listen and Draw



Use ● to model the problem. Draw the ●.
Write the numbers and addition sentence.

____ red crayons

____ yellow crayons

$$\underline{\quad 2 \quad} \bigoplus \underline{\quad 3 \quad} \bigoplus \underline{\quad \quad}$$

There are ____ crayons.

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FOR THE TEACHER • Read the following problem. There are 2 red crayons and 3 yellow crayons. How many crayons are there?

Math Talk

Describe how the drawing helps you write the addition sentence.



MATHEMATICAL PRACTICES

Model and Draw

Add to find how many books there are.

There are 2 small books and 1 big book. How many books are there?

___ books



2



1



Share and Show



Use ● to solve. Draw to show your work.
Write the number sentence and how many.

1. There are 4 red pencils and 2 green pencils. How many pencils are there?

___ pencils



2. There are 5 blue scissors and 3 yellow scissors. How many scissors are there?

___ scissors



Name _____

On Your Own



Use ● to solve. Draw to show your work.
Write the number sentence and how many.

3. There are 4 girls and 4 boys running. How many children are running?

_____ children

_____ ○ _____ ○ _____

4. There are 3 small cats and 4 big cats. How many cats are there?

_____ cats

_____ ○ _____ ○ _____

5. There are 6 red cubes and 3 blue cubes. How many cubes are there?

_____ cubes

_____ ○ _____ ○ _____

6. There are 2 red flowers and 8 yellow flowers. How many flowers are there?

_____ flowers

_____ ○ _____ ○ _____

PROBLEM SOLVING

REAL WORLD

Write Math

7. **H.O.T.** Write your own addition story problem.

8. Use  to solve your story problem. Draw to show your work. Write the number sentence.

___  ___  ___

9. **★ Test Prep**

There are 7 red apples and 3 green apples. How many apples are there?

11


10


7


4




TAKE HOME ACTIVITY • Have your child collect a group of up to 10 small objects and use them to make up addition stories.

Name _____

PROBLEM SOLVING

Lesson 1.4

Problem Solving • Model Addition

Essential Question How do you solve addition problems by making a model?

COMMON CORE STANDARD CC.1.OA.1

Represent and solve problems involving addition and subtraction.

Hanna has 4 red flowers in a .
She puts 2 more flowers in the .
How many flowers are in the ?
How can you use a model to find out?



What do I need to find?

flowers

Hanna has

What information do I need to use?

4 red flowers

2 more flowers

Show how to solve the problem.

<u>4</u>	<u>2</u>
<u>6</u>	

$$4 + 2 = \underline{\quad}$$



HOME CONNECTION • Your child can model the concepts of adding to and putting together. He or she used a bar model to show the problems and solve.

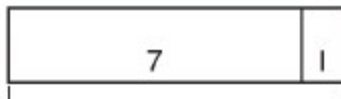
Try Another Problem

Read the problem. Use the bar model to solve. Complete the model and the number sentence.



- What do I need to find?
- What information do I need to use?

1. There are 7 dogs in the park. Then 1 more dog joins them. How many dogs are in the park now?



$$7 + 1 = \underline{\quad}$$

2. Some birds are sitting in the tree. Four more birds sit in the tree. Then there are 9 birds. How many birds were in the tree before?



9

$$\underline{\quad} + 4 = 9$$

3. There are 4 horses in the field. Some more horses run to the field. Then there were 10 horses in the field. How many horses run to the field?



10

$$4 + \underline{\quad} = 10$$

Math Talk

How does a model help you solve Exercise 1?

Explain.



MATHEMATICAL PRACTICES

Share and Show

Read the problem. Use the bar model to solve.
Complete the model and the number sentence.

4. Luis has 12 crayons.
5 of the crayons are red.
The rest are blue. How
many crayons are blue?



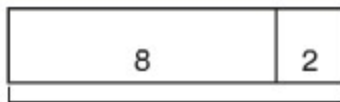
$$5 + \underline{\quad} = 12$$

5. Some ducks are swimming
in a pond. 3 more ducks
swim in the pond. Then
there are 6 ducks in the
pond. How many ducks
were in the pond before?



$$\underline{\quad} + 3 = 6$$

6. 8 bugs are flying.
2 more bugs fly with
them. How many bugs
are flying now?



$$8 + 2 = \underline{\quad}$$

TAKE HOME ACTIVITY • Have your child describe each of the parts of a bar model using the number sentence $7 + 3 = 10$.

**Mid-Chapter Checkpoint****Concepts and Skills**Use  to show adding to.Draw the . Write the sum. (CC.1.OA.1)

1. 3 ladybugs and 4 more ladybugs 2. 4 seals and 2 more seals

$3 + 4 = \underline{\quad}$

$4 + 2 = \underline{\quad}$

Use  to solve. Draw to show your work.

Write the number sentence and how many. (CC.1.OA.1)

3. There are 5 red marbles and
4 blue marbles. How many
marbles are there?

 $\underline{\quad}$ marbles**Test Prep**

Solve. (CC.1.OA.1)

4. 6 bunnies sit in the grass.
2 more bunnies join them.
How many bunnies are
in the grass now?

3



4



8



9



Name _____

Lesson 1.5

Algebra • Add Zero

Essential Question What happens when you add 0 to a number?

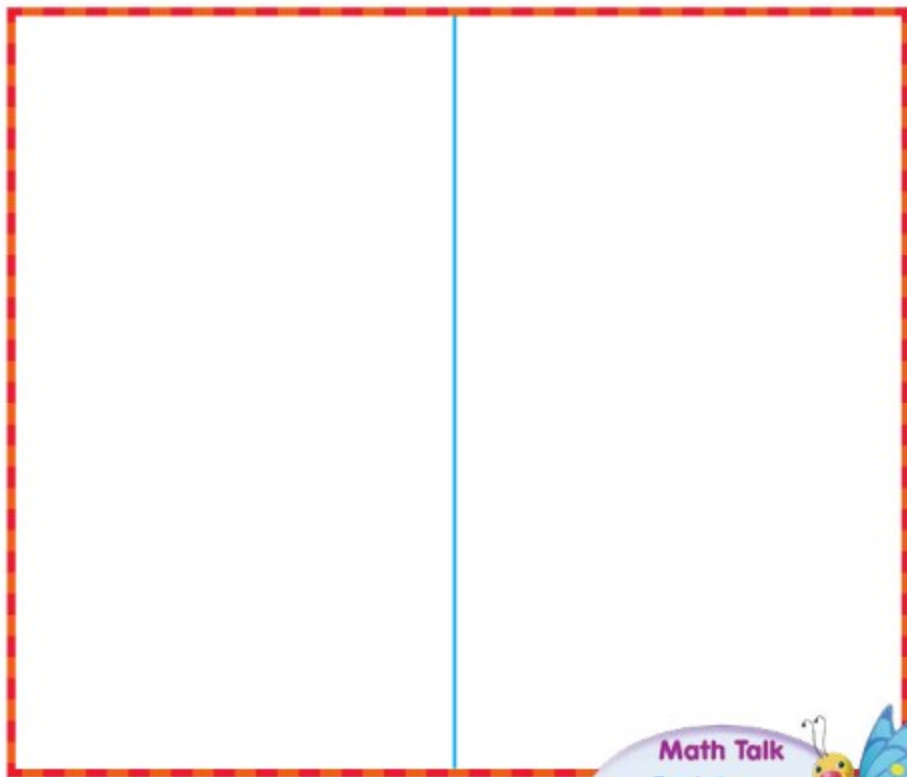
COMMON CORE STANDARD CC.1.OA.3

Understand and apply properties of operations and the relationship between addition and subtraction.

Listen and Draw



Use ● to model the problem.
Draw the ● you use.



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FOR THE TEACHER • Read the following problem. Scott has 4 marbles. Jennifer has no marbles. How many marbles do they have?

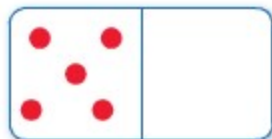
Math Talk
Explain your drawing.



MATHEMATICAL PRACTICES

Model and Draw

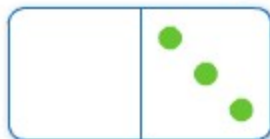
What happens when **zero** is added to a number?



$$\underline{5} + \underline{0} = \underline{5}$$

sum

What happens when a number is added to zero?



$$\underline{0} + \underline{3} = \underline{3}$$

sum



Share and Show



Use the picture to write each part. Write the sum.

1.



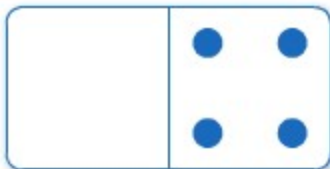
$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

2.



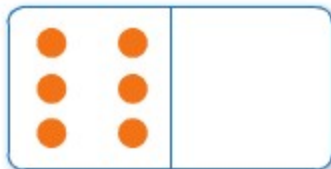
$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

3.



$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

4.



$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

Name _____

On Your Own

Draw circles to show the number.

Write the sum.

5.

8

$2 + 0 = \underline{\quad}$

6.

$0 + 1 = \underline{\quad}$

7.

$4 + 6 = \underline{\quad}$

8.

$0 + 5 = \underline{\quad}$

9.

$3 + 4 = \underline{\quad}$

10.

$0 + 6 = \underline{\quad}$

11.

$3 + 0 = \underline{\quad}$

12.

$1 + 4 = \underline{\quad}$

13.

$4 + 0 = \underline{\quad}$

14.

$5 + 2 = \underline{\quad}$

15.

$1 + 3 = \underline{\quad}$

16.

$5 + 4 = \underline{\quad}$



Complete the addition sentence.

17. $\underline{\quad} + \underline{\quad} = 0$



PROBLEM SOLVING REAL WORLD

Write Math

Write the addition sentence to solve.

18. Mike has 7 books.

Cheryl does not have any books.

How many books do they both have?



$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

 books

19. 3 dogs sit.

5 dogs run to them.

How many dogs are there now?



$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

 dogs

20.



- There are 5 birds.
How many birds are inside?

 birds



21.



- Test Prep** What is the sum for $0 + 6$?

0



5



6



7



TAKE HOME ACTIVITY • Write the numbers 0 to 9 on small squares of paper. Shuffle and place the cards facedown. Have your child turn the top card and add zero to that number. Say the sum. Repeat the activity for each card.

Name _____

Algebra • Add in Any Order

Essential Question Why can you add addends in any order?

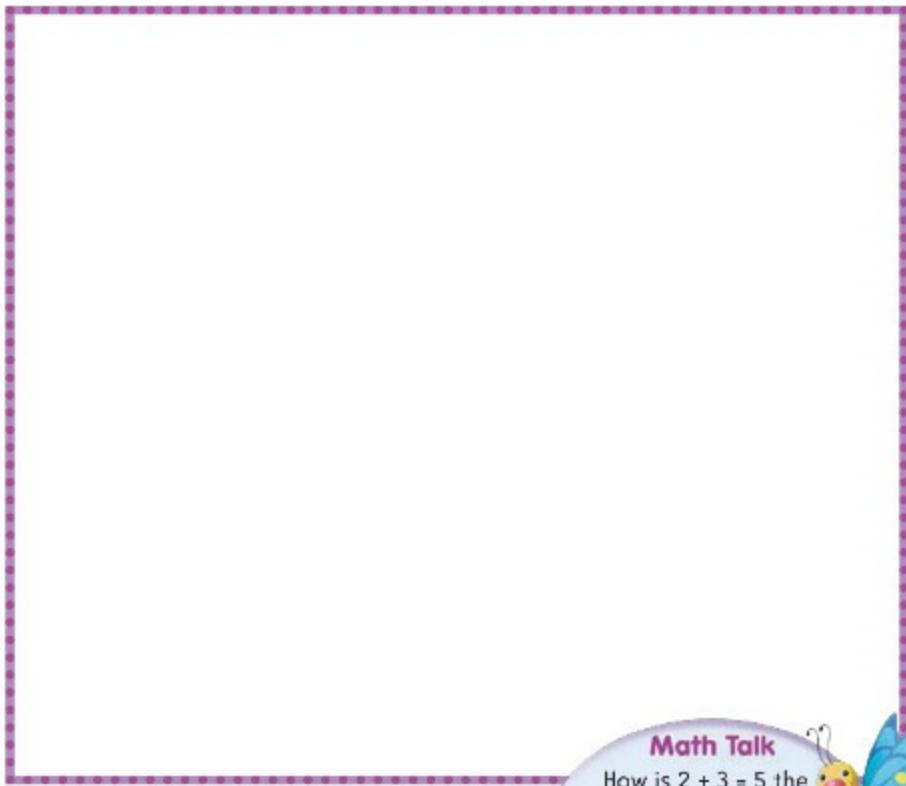
HANDS ON Lesson 1.6

COMMON CORE STANDARD CC.1.OA.3

Understand and apply properties of operations and the relationship between addition and subtraction.

Listen and Draw

Use   to model the addition sentence.
Draw to show your work.



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FOR THE TEACHER • Direct children to do the following. Use connecting cubes to show $2 + 3$ and then $3 + 2$.

Math Talk

How is $2 + 3 = 5$ the same as $3 + 2 = 5$?

Explain how it is different.



MATHEMATICAL PRACTICES

Model and Draw

The **order** of the **addends** changes.
What do you notice about the sum?



$$1 + 3 = 4$$

addends sum



$$3 + 1 = 4$$

Share and Show



Use   to add.
Color to match.
Write the sum.

1.



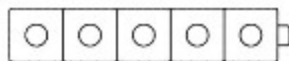
$$2 + 3 = \underline{\quad}$$

2.



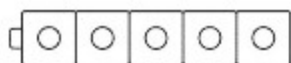
$$2 + 4 = \underline{\quad}$$

3.

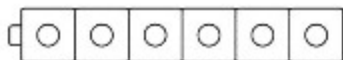


$$4 + 1 = \underline{\quad}$$

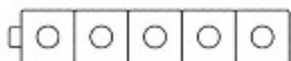
Change the order of the
addends. Color to match.
Write the addition sentence.



$$\underline{\quad} \bigcirc \underline{\quad} \bigcirc \underline{\quad}$$



$$\underline{\quad} \bigcirc \underline{\quad} \bigcirc \underline{\quad}$$



$$\underline{\quad} \bigcirc \underline{\quad} \bigcirc \underline{\quad}$$

Name _____

On Your Own

Use  . Write the sum.

Circle the addition sentences
in each row that have the same
addends in a different order.

4.

$1 + 2 = \underline{\quad}$

$1 + 3 = \underline{\quad}$

$2 + 1 = \underline{\quad}$

5.

$1 + 5 = \underline{\quad}$

$4 + 2 = \underline{\quad}$

$2 + 4 = \underline{\quad}$

6.

$3 + 7 = \underline{\quad}$

$7 + 3 = \underline{\quad}$

$3 + 3 = \underline{\quad}$

7.

$3 + 6 = \underline{\quad}$

$4 + 5 = \underline{\quad}$

$5 + 4 = \underline{\quad}$

8.

$0 + 6 = \underline{\quad}$

$6 + 0 = \underline{\quad}$

$5 + 1 = \underline{\quad}$

9.



Write two addition sentences that
tell about the picture.

$\underline{\quad} \bigcirc \underline{\quad} \bigcirc \underline{\quad}$

$\underline{\quad} \bigcirc \underline{\quad} \bigcirc \underline{\quad}$



PROBLEM SOLVING REAL WORLD

Write Math

Draw pictures to match the addition sentences.
Write the sum.

10. $2 + 6 = \underline{\quad}$

$6 + 2 = \underline{\quad}$



11. $1 + 5 = \underline{\quad}$

$5 + 1 = \underline{\quad}$



12. **H.O.T.** Choose addends to complete the addition sentence. Change the order.
Write the numbers.

$\underline{\quad} + \underline{\quad} = 10$

$\underline{\quad} + \underline{\quad} = \underline{\quad}$



13. **★ Test Prep** Which shows the same addends in a different order?

$2 + 3 = 5$

$2 + 5 = 7$

$3 + 2 = 5$

$3 + 5 = 8$

$4 + 2 = 6$



TAKE HOME ACTIVITY • Ask your child to use small objects of the same kind to show $2 + 4$ and $4 + 2$ and then explain to you why the sums are the same. Repeat with other addition sentences.

Name _____

Algebra • Put Together Numbers to 10

Essential Question How can you show all the ways to make a number?

HANDS ON Lesson 1.7

COMMON CORE STANDARD CC.1.OA.1

Represent and solve problems involving addition and subtraction.

Listen and Draw

Use   to show all the ways to make 5.
Color to show your work.

Ways to Make 5

○	○	○	○	○
○	○	○	○	○
○	○	○	○	○
○	○	○	○	○
○	○	○	○	○
○	○	○	○	○

Math Talk

How do you know you showed all the ways?
Explain.



MATHEMATICAL PRACTICES

FOR THE TEACHER • Read the following problem and have children show all the ways to solve the problem. Grandma has 5 flowers. How many can she put in her red vase and how many in her blue vase?

Model and Draw

Now Grandma has 9 flowers. How many can she put in her red vase and how many in her blue vase?

Complete the addition sentences.

1. 

$$9 = \underline{9} + \underline{0}$$

2. 

$$9 = \underline{8} + \underline{1}$$

Share and Show



Use  . Color to show how to make 9.
Complete the addition sentences.

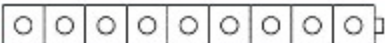
Show all the ways to make 9.

3. 

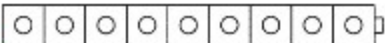
$$9 = \underline{7} + \underline{\quad}$$

4. 

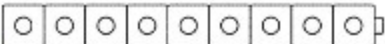
$$9 = \underline{\quad} + \underline{\quad}$$

5. 

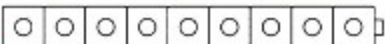
$$9 = \underline{\quad} + \underline{\quad}$$

6. 

$$9 = \underline{\quad} + \underline{\quad}$$

7. 

$$9 = \underline{\quad} + \underline{\quad}$$

8. 

$$9 = \underline{\quad} + \underline{\quad}$$

 9. 

$$9 = \underline{\quad} + \underline{\quad}$$

 10. 

$$9 = \underline{\quad} + \underline{\quad}$$

Name _____

On Your Own

Use  . Color to show how to make 10.
Complete the addition sentences.

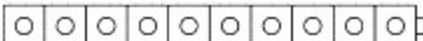
Show all
the ways to
make 10.

11. 	$10 = \underline{10} + \underline{0}$
---	---------------------------------------

12. 	$10 = \underline{\quad} + \underline{\quad}$
---	--

13. 	$10 = \underline{\quad} + \underline{\quad}$
---	--

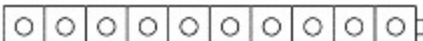
14. 	$10 = \underline{\quad} + \underline{\quad}$
---	--

15. 	$10 = \underline{\quad} + \underline{\quad}$
---	--

16. 	$10 = \underline{\quad} + \underline{\quad}$
---	--

17. 	$10 = \underline{\quad} + \underline{\quad}$
---	--

18. 	$10 = \underline{\quad} + \underline{\quad}$
---	--

19. 	$10 = \underline{\quad} + \underline{\quad}$
---	--

20. 	$10 = \underline{\quad} + \underline{\quad}$
---	--

21. 	$10 = \underline{\quad} + \underline{\quad}$
---	--

PROBLEM SOLVING

REAL

WORLD

Write Math

22. **H.O.T.** I have 8 marbles.

Some are red.

Some are blue.



How many of each could I have?

Find and write as many ways as you can.

Red	Blue	Sum

23. **★ Test Prep** Which shows a way to make 7?



☐

☐

☐

☐



TAKE HOME ACTIVITY • Write $6 = 6 + 0$. Model the problem with pennies. Ask your child to make 6 another way. Take turns until you and your child model all of the ways to make 6.

Addition to 10

Essential Question Why are some addition facts easy to add?

COMMON CORE STANDARD CC.1.OA.6

Add and subtract within 20.

Listen and Draw



Draw a picture to show the problem.

Then write the addends and the sum in two ways.

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

$$\begin{array}{r} \square \\ + \square \\ \hline \square \end{array}$$



$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

$$\begin{array}{r} \square \\ + \square \\ \hline \square \end{array}$$



FOR THE TEACHER • Read the following for the top of the page. There are 2 children in line for the slide. 4 more children get in line. How many children are in line for the slide? Read the following for the bottom of the page. Christy has 3 stickers. Mike gives her 2 more stickers. How many stickers does Christy have now?

Math Talk

Why is the sum the same when you add across or down?

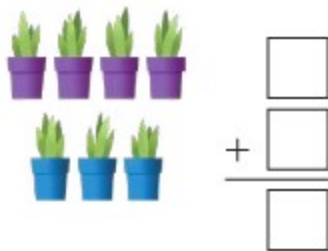
Explain.



MATHEMATICAL PRACTICES

Model and Draw

Write the addition problem.

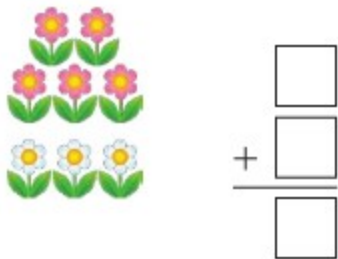


Share and Show

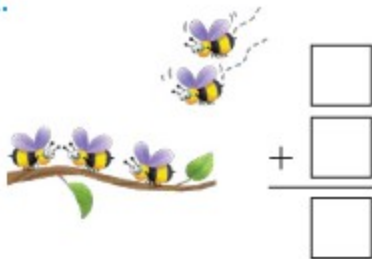


Write the addition problem.

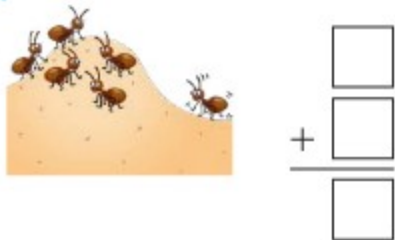
1.



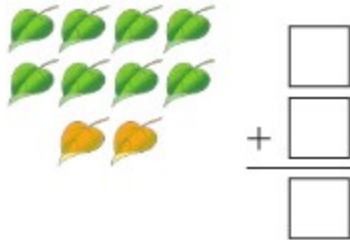
2.



3.



4.



Name _____

On Your Own

Write the sum.

$$\begin{array}{r} 5. \quad 1 \\ + 2 \\ \hline \end{array}$$

$$\begin{array}{r} 6. \quad 2 \\ + 2 \\ \hline \end{array}$$

$$\begin{array}{r} 7. \quad 0 \\ + 3 \\ \hline \end{array}$$

$$\begin{array}{r} 8. \quad 1 \\ + 1 \\ \hline \end{array}$$

$$\begin{array}{r} 9. \quad 4 \\ + 2 \\ \hline \end{array}$$

$$\begin{array}{r} 10. \quad 8 \\ + 1 \\ \hline \end{array}$$

$$\begin{array}{r} 11. \quad 0 \\ + 4 \\ \hline \end{array}$$

$$\begin{array}{r} 12. \quad 2 \\ + 5 \\ \hline \end{array}$$

$$\begin{array}{r} 13. \quad 4 \\ + 4 \\ \hline \end{array}$$

$$\begin{array}{r} 14. \quad 9 \\ + 1 \\ \hline \end{array}$$

$$\begin{array}{r} 15. \quad 6 \\ + 3 \\ \hline \end{array}$$

$$\begin{array}{r} 16. \quad 4 \\ + 3 \\ \hline \end{array}$$

$$\begin{array}{r} 17. \quad 1 \\ + 6 \\ \hline \end{array}$$

$$\begin{array}{r} 18. \quad 4 \\ + 6 \\ \hline \end{array}$$

$$\begin{array}{r} 19. \quad 7 \\ + 3 \\ \hline \end{array}$$

$$\begin{array}{r} 20. \quad 6 \\ + 2 \\ \hline \end{array}$$

$$\begin{array}{r} 21. \quad 3 \\ + 3 \\ \hline \end{array}$$

$$\begin{array}{r} 22. \quad 3 \\ + 5 \\ \hline \end{array}$$

23. **Explain** Sam showed how he added $4 + 2$. Tell how Sam could find the correct sum.

$$\begin{array}{r} 4 \\ + 2 \\ \hline 7 \end{array}$$

PROBLEM SOLVING REAL WORLD

Write Math

24. Add. Write the sum. Use the sum and the key to color the flower.

KEY

7 YELLOW

8 RED

9 PURPLE

10 PINK

$$3 + 7 = \underline{\quad}$$

$$0 + 9 = \underline{\quad}$$

$$\begin{array}{r} 2 \\ +7 \\ \hline \end{array}$$

$$5 + 2 = \underline{\quad}$$

$$\begin{array}{r} 5 \\ +5 \\ \hline \end{array}$$

$$6 + 4 = \underline{\quad}$$

$$7 + 1 = \underline{\quad}$$

$$\begin{array}{r} 7 \\ +0 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ +5 \\ \hline \end{array}$$

$$3 + 5 = \underline{\quad}$$

$$\begin{array}{r} 2 \\ +6 \\ \hline \end{array}$$

$$3 + 4 = \underline{\quad}$$

25. **H.O.T.** How many flowers are yellow or purple?

 ○ ○

26. **Test Prep** What is the sum?

1

9

10

11

$$\begin{array}{r} 5 \\ +4 \\ \hline \end{array}$$

○

○

○

○



TAKE HOME ACTIVITY • Write addition sentences to add across. Then write addition sentences to add down. Have your child find the sum for each.

Chapter 1 Review/Test

Vocabulary

Circle the **addends**. (p. 34)

Underline the **sum**. (p. 18)

1. $3 + 2 = 5$

Concepts and Skills

Write how many.

2. How many bears? (CC.1.OA.1)



2 bears and 1 more bear _____ bears

Use  to show adding to.

Draw the . Write the sum. (CC.1.OA.1)

3. 2 ducks and 3 more ducks

4. 5 lions and 2 more lions

$2 + 3 = \underline{\quad}$

$5 + 2 = \underline{\quad}$

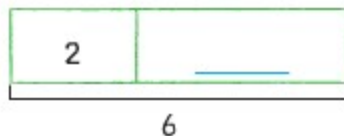
5. What is the sum of
1 and 5? (CC.1.OA.1)

3 6 7 8
☐ ☐ ☐ ☐

6. There are 3 red
cubes and 3 green
cubes. How many
cubes are there? (CC.1.OA.1)

6 5 4 0
☐ ☐ ☐ ☐

7. There are 2 people in the house.
Some more people go in the
house. Then there were 6 people
in the house. How many people
go in the house? (CC.1.OA.1)



$$2 + \underline{\quad} = 6$$

8 6 5 4
☐ ☐ ☐ ☐

8. 3 birds are in the tree.
No birds join them.
How many birds in all? (CC.1.OA.3)



$3 + 0 = 3$ $3 + 2 = 5$ $0 + 2 = 2$ $3 + 1 = 4$
☐ ☐ ☐ ☐

9. Which shows the same addends in a different order? (CC.1.OA.3)

$$3 + 1 = 4$$

$2 + 2 = 4$	$1 + 3 = 4$	$4 + 1 = 5$	$3 + 2 = 5$
☐	☐	☐	☐

10. What is the sum? (CC.1.OA.3)

$$3 + 2 = 5 \qquad 2 + 3 = \square$$

2	3	5	7
☐	☐	☐	☐

11. Which is a way to make 8? (CC.1.OA.1)



$$5 + 2$$



$$4 + 5$$



$$0 + 6$$



$$5 + 3$$



12. What is the sum? (CC.1.OA.6)

$$\begin{array}{r} 6 \\ +3 \\ \hline \end{array}$$

4	5	8	9
☐	☐	☐	☐

Performance Task (CC.1.OA.1, CC.1.OA.3)

Katie is drawing dot cards and writing addition sentences with a sum of 8. How many different dot cards can Katie draw?

- Draw the dot cards.
- Write the addition sentence for each dot card.
- Show all the ways to make 8.



Show your work.

--	--

Subtraction Concepts

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Curious About Math with
**Curious
George**

Look at the picture.
Make up a subtraction
story problem.



Show What You Know



Explore Numbers 1 to 4

Show the number with ●.

Draw the ●.

1.

4



2.

2



Numbers 1 to 10

How many objects are in each set?

3.



_____ butterflies

4.



_____ cat

5.



_____ leaves

Use Pictures to Subtract

How many are left?

6.



$$5 - 4 = \underline{\quad}$$

7.



$$4 - 2 = \underline{\quad}$$



Family note: This page checks your child's understanding of important skills needed for success in Chapter 2.



Assessment Options
Soar to Success Math

Vocabulary Builder**Review Words**

add to

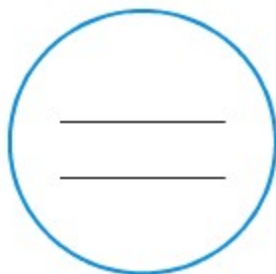
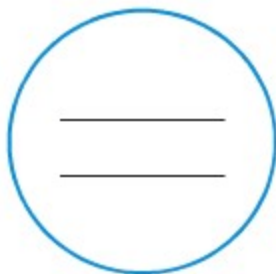
take apart

put together

take from

Visualize It

Sort the review words from the box.

Subtraction**Addition****Understand Vocabulary**

Circle the part you take from the group. Then cross it out.



5 oranges

2 are eaten



4 balloons

3 fly away



3 toy cars

1 rolls away

Materials • 1 die • 5 red chips

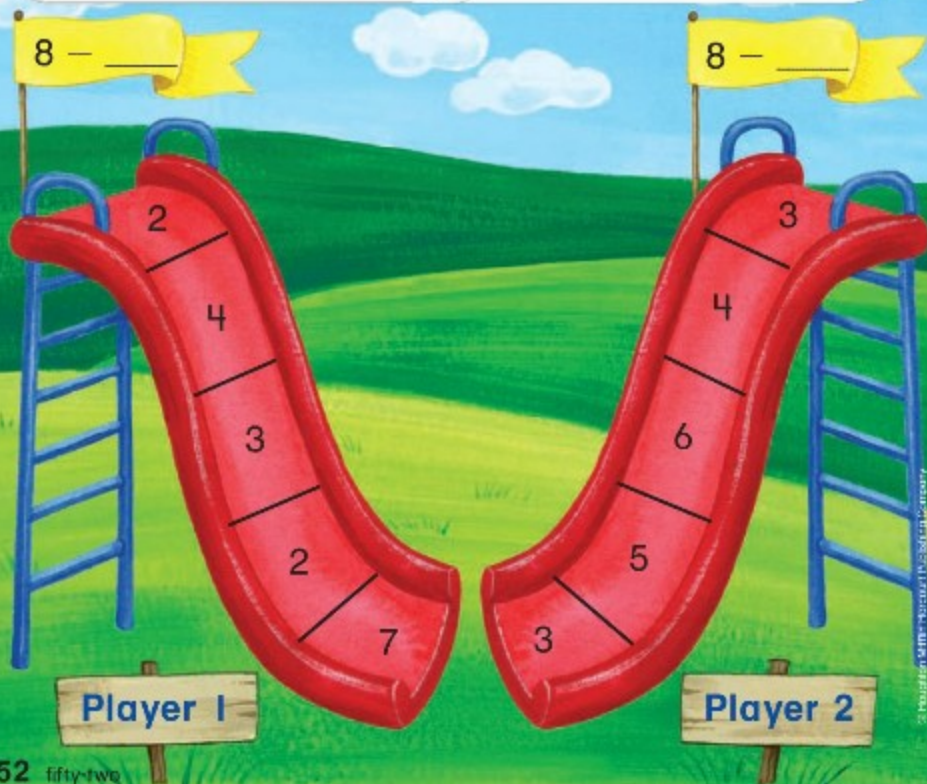
• 5 yellow chips • 8 blue chips

Play with a partner.

Take turns.

- 1 Toss the die.
- 2 Take away that number from 8. Use blue chips to find what is left.

- 3 If you see the answer on your slide, cover it with a red chip.
- 4 If the answer is not on your slide, your turn is over.
- 5 The first player to cover a whole slide wins.



Name _____

Lesson 2.1

Use Pictures to Show Taking From

Essential Question How can you show taking from with pictures?

COMMON CORE STANDARD CC.1.OA.1

Represent and solve problems involving addition and subtraction.

Listen and Draw



Draw to show taking from.
Write how many there are now.



_____ children now

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FOR THE TEACHER • Read the following problem.
Have children draw a picture to show the problem.
There are 5 children in the sandbox. 2 walk away.
How many children are in the sandbox now?

Math Talk

How did you find
how many are in
the sandbox now?

Explain.



Model and Draw

There are 4 cats in the whole group.



4 cats

1 cat walks away.



3 cats now

Share and Show



Circle the part you are taking from the group.
Then cross it out. Write how many there are now.

1.



6 bugs

2 bugs fly away.

 bugs now

2.



3 dogs

1 dog walks away.

 dogs now

Name _____

On Your Own

Circle the part you are taking from the group.
Then cross it out. Write how many there are now.

3.



7 chicks

2 chicks walk away.

_____ chicks now

4.



6 ducks

3 ducks walk away.

_____ ducks now

5.



10 fish

6 fish swim away.

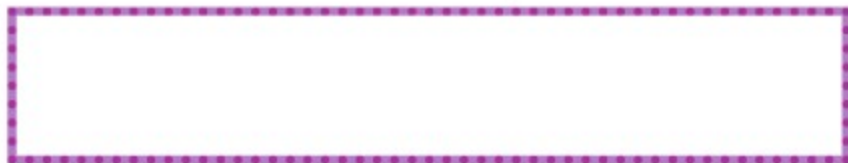
_____ fish now

6.



Choose numbers to complete the story.

Write the numbers. Draw to show the problem.



_____ worms

_____ worms wiggle away.

3 worms now

PROBLEM SOLVING

REAL

WORLD

Write
Math

Solve.

7. There are 6 cats.
1 cat runs away.
How many cats
are there now?



____ cats

8. There are 5 birds.
3 birds fly away.
How many birds
are there now?



____ birds

9. **H.O.T.** Use the picture.
Write the numbers.



8 birds ____ birds fly away.

____ birds now

10. **★ Test Prep** There are 7 whales.
2 whales swim away. How many
whales are there now?

2



3



5



9



TAKE HOME ACTIVITY • Have your child draw and solve the subtraction problem: There are 6 cows. 3 cows walk away. How many cows are there now?

Name _____

Model Taking From

Essential Question How do you model taking from a group?

HANDS ON Lesson 2.2

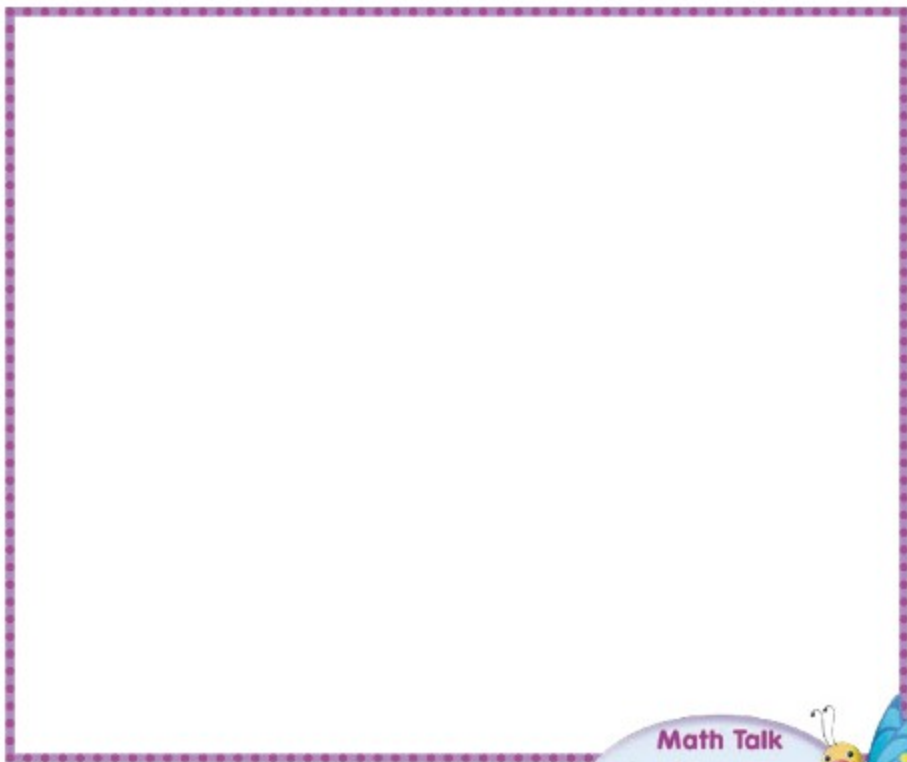
COMMON CORE STANDARD CC.1.OA.1

Represent and solve problems involving addition and subtraction.

Listen and Draw



Use  to show taking from.
Draw to show your work.



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FOR THE TEACHER • Read the following problem. Have children use connecting cubes to model the problem and draw to show their work. There are 9 butterflies. 2 butterflies fly away. How many butterflies are there now?

Math Talk

Are there more than or fewer than 9 butterflies now?

Explain.



MATHEMATICAL PRACTICES

Model and Draw



4 bunnies 3 bunnies hop away.



4

-

3

=

1

minus

difference

$4 - 3 = 1$ is a **subtraction sentence**.

Share and Show



Use  to show taking from. Draw the .

Circle the part you take away from the group.

Then cross it out. Write the difference.

1. 8 dogs 3 dogs run away.

2. 6 frogs 4 frogs hop away.

$$8 - 3 = \underline{\quad}$$

$$6 - 4 = \underline{\quad}$$

Name _____

On Your Own

Use  to show taking from. Draw the .
Circle the part you take away from the group.
Then cross it out. Write the difference.

3. 5 seals 4 seals swim away. 4. 9 bears 6 bears run away.

$$5 - 4 = \underline{\quad}$$

$$9 - 6 = \underline{\quad}$$

5. 7 owls 1 owl flies away. 6. 8 snails 6 snails crawl away.

$$7 - 1 = \underline{\quad}$$

$$8 - 6 = \underline{\quad}$$

7.  Use the picture. Circle a part to take from the group. Then cross it out. Write the subtraction sentence.



_____ ○ _____ ○ _____

PROBLEM SOLVING

REAL WORLD

Write Math

Draw  to solve. Complete the subtraction sentence.

8. There are 5 boys.
3 boys go home.
How many are left?

$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$

_____ boys

9. There are 8 bunnies.
2 bunnies hop away.
How many bunnies are there now?



$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$

_____ bunnies

10.  **H.O.T.** Draw a picture to show a subtraction sentence. Write the subtraction sentence.

$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$

11.  **Test Prep** What is the difference?



2

3

5

8



TAKE HOME ACTIVITY • Use pennies or other small objects of the same kind to model a subtraction situation for numbers within 10. Ask your child to write the subtraction sentence for it. Then switch roles and repeat the activity.

Name _____

HANDS ON Lesson 2.3

Model Taking Apart

Essential Question How do you model taking apart?

COMMON CORE STANDARD CC.1.OA.1

Represent and solve problems involving addition and subtraction.

Listen and Draw



Use ● to model the problem. Draw and color to show your model. Write the numbers and a subtraction sentence.

_____ red apples

_____ yellow apples

$$\underline{5} \quad \ominus \quad \underline{3} \quad \ominus \quad \underline{\hspace{1cm}}$$

Jeff has _____ yellow apples.

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FOR THE TEACHER • Have children model the problem using counters. Jeff has 5 apples. 3 apples are red. The rest are yellow. How many apples are yellow?

Math Talk

How did you solve this problem?
Explain.



MATHEMATICAL PRACTICES

Model and Draw

Subtract to find how many small cups there are.

Mary has 6 cups. 2 cups are big. The rest are small. How many cups are small?

2 cups are big.

The rest are small.



_____ small cups

$$\underline{6} - \underline{2} = \underline{\quad}$$

Share and Show



Use ● to solve. Draw to show your work. Write the number sentence and how many.

1. There are 7 folders. 6 folders are red. The rest are yellow. How many folders are yellow?

_____ yellow folder



2. There are 8 pencils. 3 pencils are short. The rest are long. How many pencils are long?

_____ long pencils



Name _____

On Your Own



Use ● to solve. Draw to show your work.
Write the number sentence and how many.

3. There are 9 fish. 5 fish have spots. The rest have stripes.
How many fish have stripes?

_____ striped fish

_____ ○ _____ ○ _____

4. There are 7 ants. 4 ants are big. The rest are small.
How many ants are small?

_____ small ants

_____ ○ _____ ○ _____

5. There are 8 hats. 2 hats are small. The rest are big.
How many hats are big?

_____ big hats

_____ ○ _____ ○ _____

6. There are 5 trees. 1 tree is short. The rest are tall.
How many trees are tall?

_____ tall trees

_____ ○ _____ ○ _____

PROBLEM SOLVING

REAL

WORLD

Write Math

Solve. Draw a model to explain.

7. There are 6 bears. 4 are big.

The rest are small.

How many bears are small?



_____ small bears

8. There are 7 bears.

5 bears walk away.

How many bears are left?

_____ bears left

9. **H.O.T.** There are 4 bears. Some are black and some are brown. There are fewer than 2 black bears. How many bears are brown?

_____ brown bears

10. ★ **Test Prep** Which number sentence solves the problem?
There are 4 buckets. 3 buckets are red. The rest are blue. How many buckets are blue?

$4 + 3 = 7$	$4 - 3 = 1$	$4 - 1 = 3$	$3 + 1 = 4$
☐	☐	☐	☐



TAKE HOME ACTIVITY • Have your child collect a group of up to 10 small objects of the same kind and use them to make up subtraction stories.

Name _____

PROBLEM SOLVING

Lesson 2.4

Problem Solving • Model Subtraction

Essential Question How do you solve subtraction problems by making a model?

COMMON CORE STANDARD CC.1.OA.1

Represent and solve problems involving addition and subtraction.

Tom has 6 crayons in a box.
He takes 2 crayons out of the box.
How many crayons are in the box now?
How can you use a model to find out?



What do I need to find?

how many crayons in
the box now

What information do I need to use?

6 crayons in a box
2 crayons taken out

Show how to solve the problem.



$$6 - 2 = \underline{\quad}$$

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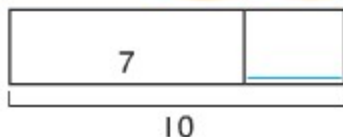
HOME CONNECTION • Your child used a bar model to help him or her understand and solve the subtraction problems.

Try Another Problem

Read the problem. Use the model to solve. Complete the model and the number sentence.

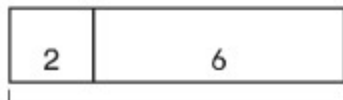
- What do I need to find?
- What information do I need to use?

1. There are 10 stickers. 7 stickers are orange. The rest are brown. How many stickers are brown?



$$10 - 7 = \underline{\quad}$$

2. Some birds were in the tree. 2 birds flew away. Then there were 6 birds. How many birds were in the tree before?



$$\underline{\quad} - 2 = 6$$

3. There were 5 cars. Some cars drove away. Then there was 1 car. How many cars drove away?



$$5 - \underline{\quad} = 1$$



Math Talk

What does each part of the model show? Explain.



Share and Show**Math
Board**

Read the problem. Use the model to solve.
Complete the model and the number sentence.

4. Some goats were in the field. 3 goats ran away. Then there were 4 goats. How many goats were in the field before?

3	4

$$\underline{\quad} - 3 = 4$$

5. There are 8 sleds. Some sleds slide down the hill. Then there were 4 sleds. How many sleds slide down the hill?

_____	4
8	

$$8 - \underline{\quad} = 4$$

6. There are 10 buttons. 3 buttons are small. The rest are big. How many buttons are big?

3	_____
10	

$$10 - 3 = \underline{\quad}$$

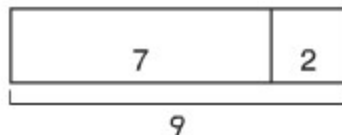
On Your Own

Solve.

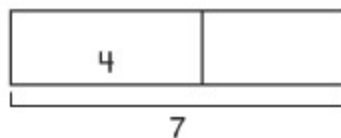
7. There were 8 spiders in the grass. Some spiders crawled away. Then there were 3 spiders. How many spiders crawled away?



8. **H.O.T.** Write your own story problem using the bar model.



9. **★ Test Prep** There are 7 toy rockets. 4 toy rockets are red. The rest are black. How many toy rockets are black?



2



3



4



7



TAKE HOME ACTIVITY • Ask your child to describe what the bottom part of a bar model means when subtracting.

Use Pictures and Subtraction to Compare

Essential Question How can you use pictures to compare and subtract?

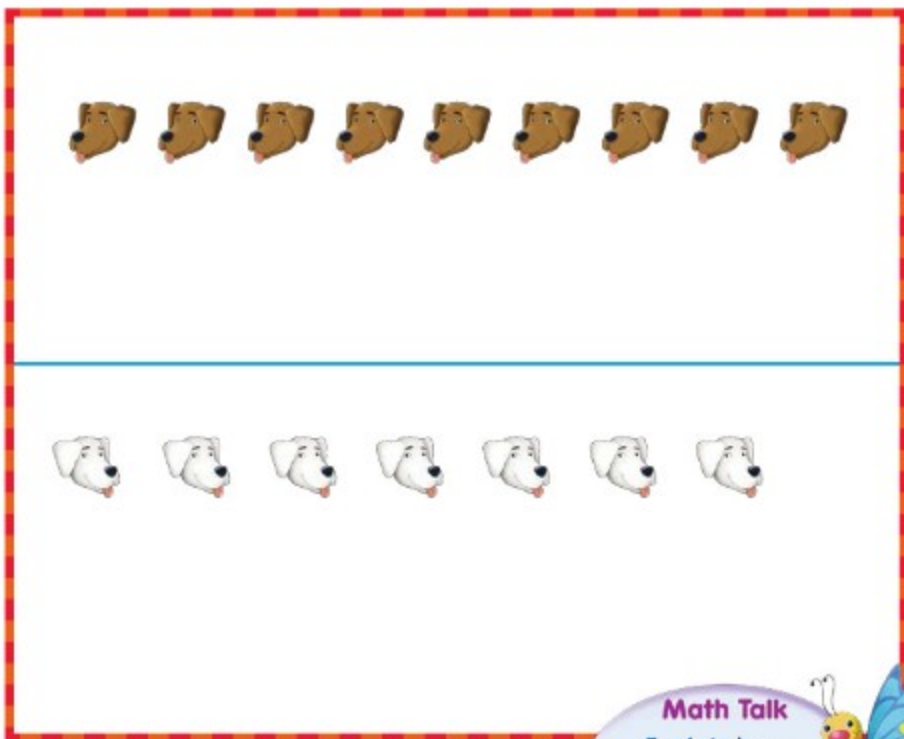
COMMON CORE STANDARD CC.1.OA.8

Work with addition and subtraction equations.

Listen and Draw



Draw bowls to show the problems.
Draw lines to match.



FOR THE TEACHER • Read the problem. There are 9 brown dogs. There are 5 bowls. How many more dogs need a bowl? There are 7 white dogs. There are 8 bowls. How many more bowls are not needed?

Math Talk

Explain how many more dogs or bowls there are.



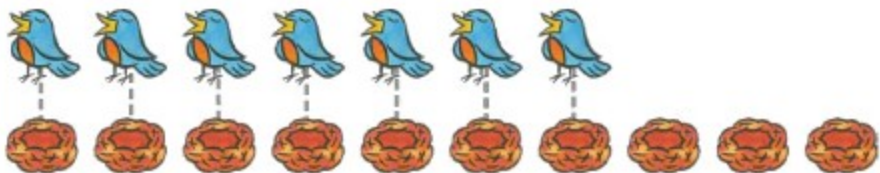
MATHEMATICAL PRACTICES

Model and Draw

Compare the groups.

Subtract to find how many

fewer or how many **more**.



$$10 - 7 = 3$$

3 fewer 



$$6 - 4 = \underline{\hspace{2cm}}$$

 more 

Share and Show



Draw lines to match.

Subtract to compare.



$$8 - 5 = \underline{\hspace{2cm}}$$

 fewer 

Name _____

On Your Own

Draw lines to match. Subtract to compare.



$9 - 3 = \underline{\hspace{2cm}}$

$\underline{\hspace{2cm}}$ more 



$10 - 6 = \underline{\hspace{2cm}}$

$\underline{\hspace{2cm}}$ fewer 



$9 - 7 = \underline{\hspace{2cm}}$

$\underline{\hspace{2cm}}$ fewer 



$7 - 2 = \underline{\hspace{2cm}}$

$\underline{\hspace{2cm}}$ more 

$\underline{\hspace{2cm}}$ fewer 

PROBLEM SOLVING

REAL

WORLD

Write
Math

Draw a picture to show the problem.

Write a subtraction sentence to match your picture.

6. Sam has 5 baseball bats and 3 baseballs. How many fewer baseballs does Sam have?

$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$

_____ fewer 

7.  If Jill has 2 more cats than dogs, how many fewer dogs does Jill have? Draw a picture to explain.

Jill has _____ fewer dogs.

8.  **Test Prep** How many fewer  are there?



$$8 - 5 = \underline{\quad}$$

2 fewer 



3 fewer 



5 fewer 



8 fewer 



TAKE HOME ACTIVITY • Show your child two groups of up to 10 pennies. Have your child match them to see how many more or how many fewer and then write a subtraction sentence to show the problem.

Name _____

Subtract to Compare

Essential Question How can you use models to compare and subtract?

HANDS ON Lesson 2.6

COMMON CORE STANDARD CC.1.OA.1

Represent and solve problems involving addition and subtraction.

Listen and Draw



Use ● to show the problem. Draw the ●.
Model the problem using the bar model.

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FOR THE TEACHER • Read the problem. Mindy has 8 puzzle pieces. David has 5 puzzle pieces. How many more puzzle pieces does Mindy have than David?

Math Talk

Explain how you find how many more puzzle pieces Mindy has than David.



MATHEMATICAL PRACTICES

Model and Draw

James has 4 stones. Heather has 7 stones. How many fewer stones does James have than Heather?

_____ fewer stones

_____ ○ _____ ○ _____

Share and Show



Read the problem. Use the bar model to solve. Write the number sentence. Then write how many.



1. Abby has 8 stamps. Ben has 6 stamps. How many more stamps does Abby have than Ben?

_____ more stamps

_____ ○ _____ ○ _____

2. Tanner has 3 books. Vicky has 6 books. How many fewer books does Tanner have than Vicky?

_____ fewer books

_____ ○ _____ ○ _____

On Your Own

Read the problem. Use the bar model to solve.
Write the number sentence. Then write how many.

3. Pam has 4 marbles. Rick has 10 marbles. How many fewer marbles does Pam have than Rick?

_____ fewer marbles

_____ ○ _____ ○ _____

4. Sally has 5 feathers. James has 2 feathers. How many more feathers does Sally have than James?

_____ more feathers

_____ ○ _____ ○ _____

5. **H.O.T.** Kyle has 6 keys. Kyle has 4 more keys than Lee. How many keys does Lee have?

_____ keys

_____ ○ _____ ○ _____

TAKE HOME ACTIVITY • Have your child explain how he or she solved exercise 3 using the bar model.

FOR MORE PRACTICE:
Standards Practice Book, pp. P33–P34

Mid-Chapter Checkpoint

Concepts and Skills

Circle the part you are taking from the group. Then cross it out. Write how many there are now. (CC.1.OA.1)

1.



7 birds



3 birds fly away.

_____ birds now

Use  to solve. Draw to show your work.

Write the number sentence and how many. (CC.1.OA.1)

2. There are 4 cans. 1 can is red.
The rest are yellow. How many
cans are yellow?

_____ yellow cans

_____ ○ _____ ○ _____

3.  **Test Prep** Jennifer has
3 pennies. Brad has 9 pennies.
How many fewer pennies does
Jennifer have than Brad? (CC.1.OA.1)

9	
3	

3

○

5

○

6

○

9

○

Name _____

Lesson 2.7

Subtract All or Zero

Essential Question What happens when you subtract 0 from a number?

COMMON CORE STANDARD CC.1.OA.8

Work with addition and subtraction equations.

Listen and Draw



Use ● to show the problem. Draw the ●.
Write the numbers.

___ - ___ = ___

___ - ___ = ___

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FOR THE TEACHER • Read the following problem. 4 toys are on the shelf. 0 toys are taken off. How many toys are left? Then read the following problem. 4 toys are on the shelf. 4 toys are taken off. How many toys are left?

Math Talk

Does your first answer make sense? **Explain.**



MATHEMATICAL PRACTICES

Model and Draw

When you subtract zero, how many are left?



$$\underline{5} - 0 = \underline{5}$$

When you subtract all, how many are left?



$$\underline{5} - \underline{5} = 0$$

Share and Show



Use the picture to complete the subtraction sentence.

1.



$$\underline{\quad} - 0 = \underline{\quad}$$

2.



$$\underline{\quad} - \underline{\quad} = 0$$

3.



$$\underline{\quad} - \underline{\quad} = 0$$

4.



$$\underline{\quad} - 0 = \underline{\quad}$$

5.



$$\underline{\quad} - 0 = \underline{\quad}$$

6.



$$\underline{\quad} - \underline{\quad} = 0$$

Name _____

On Your Own

Complete the subtraction sentence.

7.



$$1 - 0 = \underline{\quad}$$

8.



$$\underline{\quad} = 6 - 6$$

9.



$$0 = \underline{\quad} - 3$$

10.



$$1 - 1 = \underline{\quad}$$

11.

$$3 - 0 = \underline{\quad}$$

12.

$$\underline{\quad} = 8 - 0$$

13.

$$7 - \underline{\quad} = 7$$

14.

$$8 - 8 = \underline{\quad}$$

15.

$$5 - 5 = \underline{\quad}$$

16.

$$\underline{\quad} = 0 - 0$$



Choose numbers to complete the subtraction sentence.

17. $\underline{\quad} - \underline{\quad} = 0$

18. $\underline{\quad} - \underline{\quad} = 0$

PROBLEM SOLVING

REAL

WORLD

Write Math

Write the number sentence and tell how many.

19. There are 6 bookmarks on the table. 4 are blue and the rest are yellow. How many bookmarks are yellow?



___ ○ ___ ○ ___

___ yellow bookmarks

20. Jared has 8 pictures. He gave some to Wendy. Jared has 2 pictures now. How many pictures did Jared give to Wendy?



___ ○ ___ ○ ___

___ pictures

21. **H.O.T.** Kevin has 3 fewer leaves than Sandy. Sandy has 3 leaves. How many leaves does Kevin have?



___ ○ ___ ○ ___

___ leaves

22. ★ **Test Prep** What is the difference for $5 - 0$?

0

○

1

○

5

○

6

○



TAKE HOME ACTIVITY • Have your child explain how $4 - 4$ and $4 - 0$ are different.

Name _____

Algebra • Take Apart Numbers

Essential Question How can you show all the ways to take apart a number?

HANDS ON Lesson 2.8

COMMON CORE STANDARD CC.1.OA.1

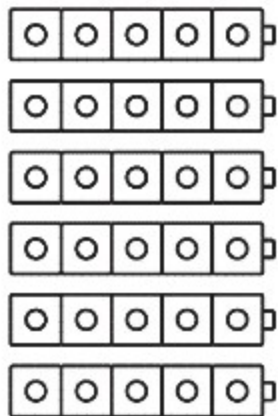
Represent and solve problems involving addition and subtraction.

Listen and Draw



Use  to show all the ways to take apart 5.
Color and draw to show your work.

Take Apart 5



FOR THE TEACHER • Read the following problem and have children show all the ways to solve the problem. Jenny has 5 pennies. What are all the ways she can share the pennies with her sister?

Math Talk

How do you know you showed all the ways?
Explain.



MATHEMATICAL PRACTICES

Model and Draw

Now Jenny has 9 pennies. What are all the ways she can share the pennies with her sister?

Complete the number sentence.

1. 

$$9 - \underline{0} = \underline{9}$$

2. 

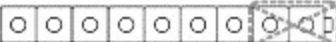
$$9 - \underline{1} = \underline{8}$$

Share and Show

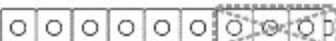


Use . Color and draw to show how to take apart 9. Complete the subtraction sentence.

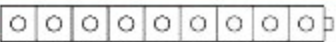
Show all the ways to take apart 9.

3. 

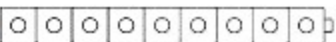
$$9 - \underline{\quad} = \underline{\quad}$$

4. 

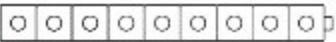
$$9 - \underline{\quad} = \underline{\quad}$$

5. 

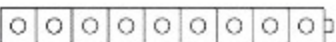
$$9 - \underline{\quad} = \underline{\quad}$$

6. 

$$9 - \underline{\quad} = \underline{\quad}$$

7. 

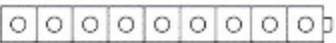
$$9 - \underline{\quad} = \underline{\quad}$$

8. 

$$9 - \underline{\quad} = \underline{\quad}$$

 9. 

$$9 - \underline{\quad} = \underline{\quad}$$

 10. 

$$9 - \underline{\quad} = \underline{\quad}$$

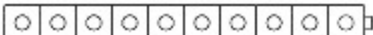
Name _____

On Your Own

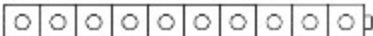
Use . Color and draw to show how to take apart 10. Complete the subtraction sentence.

Show all the ways to take apart 10.

11. 	$10 - \underline{\quad} = \underline{\quad}$
---	--

12. 	$10 - \underline{\quad} = \underline{\quad}$
---	--

13. 	$10 - \underline{\quad} = \underline{\quad}$
---	--

14. 	$10 - \underline{\quad} = \underline{\quad}$
---	--

15. 	$10 - \underline{\quad} = \underline{\quad}$
---	--

16. 	$10 - \underline{\quad} = \underline{\quad}$
---	--

17. 	$10 - \underline{\quad} = \underline{\quad}$
---	--

18. 	$10 - \underline{\quad} = \underline{\quad}$
---	--

19. 	$10 - \underline{\quad} = \underline{\quad}$
--	--

20. 	$10 - \underline{\quad} = \underline{\quad}$
---	--

21. 	$10 - \underline{\quad} = \underline{\quad}$
---	--

PROBLEM SOLVING

REAL WORLD

Write Math

22. **H.O.T.** I use 6 marbles to play a game.

I lose marbles 1 at a time.

Now I have 0 marbles.



How many marbles do I have left each time? Write the numbers.

Start	Lose	Difference

23. **★ Test Prep** Which shows a way to take apart 9?

$10 - 1 = 9$	$10 - 9 = 1$	$9 + 9 = 18$	$9 - 1 = 8$
☐	☐	☐	☐



TAKE HOME ACTIVITY • Write $5 - 0 = 5$ and $5 - 1 = 4$. Ask your child to subtract from 5 another way. Take turns to show all the ways to subtract from 5.

Subtraction from 10 or Less**Essential Question** Why are some subtraction facts easy to subtract?

COMMON CORE STANDARD CC.1.OA.6

Add and subtract within 20.

Listen and Draw

Draw a picture to show the problem. Then write the subtraction problem two different ways.

$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$



FOR THE TEACHER • Read the following problem for the top section. There are 5 birds in a tree. 2 birds flew away. How many birds are left? Read the following problem for the bottom section. Steve has 6 crayons. He gives 4 to Matt. How many crayons does Steve have now?

Math Talk

Look at the top problem. **Explain** why the difference is the same.



MATHEMATICAL PRACTICES

Model and Draw

Write the subtraction problem.



-



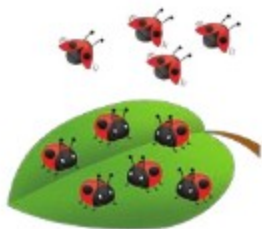
-

Share and Show



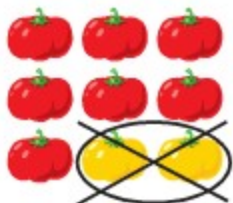
Write the subtraction problem.

1.



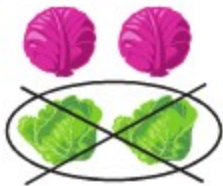
-

2.



-

3.



-

4.



-

Name _____

On Your Own

Write the difference.

$$\begin{array}{r} 5. \quad 2 \\ - 1 \\ \hline \end{array}$$

$$\begin{array}{r} 6. \quad 3 \\ - 3 \\ \hline \end{array}$$

$$\begin{array}{r} 7. \quad 5 \\ - 4 \\ \hline \end{array}$$

$$\begin{array}{r} 8. \quad 7 \\ - 3 \\ \hline \end{array}$$

$$\begin{array}{r} 9. \quad 6 \\ - 2 \\ \hline \end{array}$$

$$\begin{array}{r} 10. \quad 10 \\ - 7 \\ \hline \end{array}$$

$$\begin{array}{r} 11. \quad 9 \\ - 9 \\ \hline \end{array}$$

$$\begin{array}{r} 12. \quad 8 \\ - 2 \\ \hline \end{array}$$

$$\begin{array}{r} 13. \quad 7 \\ - 4 \\ \hline \end{array}$$

$$\begin{array}{r} 14. \quad 6 \\ - 3 \\ \hline \end{array}$$

$$\begin{array}{r} 15. \quad 8 \\ - 0 \\ \hline \end{array}$$

$$\begin{array}{r} 16. \quad 9 \\ - 4 \\ \hline \end{array}$$

$$\begin{array}{r} 17. \quad 8 \\ - 7 \\ \hline \end{array}$$

$$\begin{array}{r} 18. \quad 7 \\ - 5 \\ \hline \end{array}$$

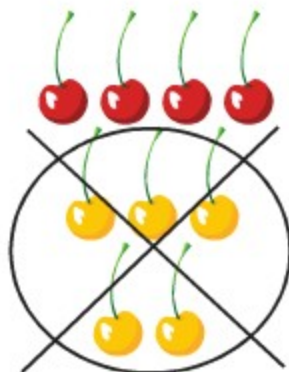
$$\begin{array}{r} 19. \quad 8 \\ - 6 \\ \hline \end{array}$$

$$\begin{array}{r} 20. \quad 10 \\ - 1 \\ \hline \end{array}$$

$$\begin{array}{r} 21. \quad 6 \\ - 5 \\ \hline \end{array}$$

$$\begin{array}{r} 22. \quad 9 \\ - 7 \\ \hline \end{array}$$

23. **Explain** how the picture shows subtraction.



PROBLEM SOLVING

REAL WORLD

Write Math

24. **H.O.T.** Draw a picture to show subtraction.
Write the subtraction problem to match the picture.



25. Write the number sentence.

10 ducks are at the pond.
All the ducks fly away.
How many ducks are left?

$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$

26. **★ Test Prep** What is the difference?

$$\begin{array}{r} 7 \\ -3 \\ \hline \end{array}$$

4
○3
○2
○1
○

TAKE HOME ACTIVITY • Tell your child a subtraction problem.
Have your child write the problem to subtract two different
ways. Then have your child find the difference.

 Chapter 2 Review/Test**Vocabulary**Circle the **minus** sign. (p. 58)Underline the **difference**. (p. 58)

1. $5 - 2 = 3$

Concepts and Skills

Circle the part you are taking from the group.

Then cross it out. Write how many there are now. (CC.1.OA.1)

2.



5 zebras 3 zebras walk away. _____ zebras now

Use  to show taking from. Draw the .

Circle the part you take away from the group.

Then cross it out. Write the difference. (CC.1.OA.1)

3. 6 cats 3 cats run away.

4. 5 dogs 4 dogs run away.

$6 - 3 = \underline{\quad}$

$5 - 4 = \underline{\quad}$

5. What is the difference? (CC.1.OA.1)



$$5 - 2 = \underline{\quad}$$



- | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|
| 1 | 2 | 3 | 4 |
| ☐ | ☐ | ☐ | ☐ |

6. Which number sentence solves the problem?

There are 6 toy cars. 4 toy cars are big.
The rest are small. How many toy cars
are small? (CC.1.OA.1)

$$6 - 4 = 2$$

☐

$$4 + 2 = 6$$

☐

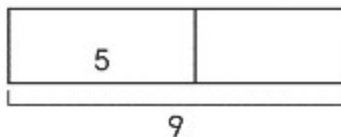
$$3 + 3 = 6$$

☐

$$6 - 2 = 4$$

☐

7. There are 9 flowers. 5 flowers are pink. The rest are yellow. How many flowers are yellow? (CC.1.OA.1)



2

☐

3

☐

4

☐

9

☐

8. How many fewer bats are there? (CC.1.OA.8)



$$10 - 3 = \underline{\quad}$$

10 fewer

☐

7 fewer

☐

4 fewer

☐

3 fewer

☐

9. Mandy has 2 rocks.
Peter has 8 rocks.
How many more rocks
does Peter have
than Mandy? (CC.1.OA.1)

8	
2	

2



6



7



8



10. What number completes the
subtraction sentence?

(CC.1.OA.8)

$4 - \underline{\quad} = 4$

0



1



2



4



11. Which shows a way
to take apart 7? (CC.1.OA.1)

$7 + 7 = 14$



$8 - 1 = 7$



$7 - 2 = 5$



$9 - 7 = 2$



12. What is the difference?

(CC.1.OA.6)

$$\begin{array}{r} 9 \\ -5 \\ \hline \end{array}$$

2



3



4



5



Performance Task (CC.1.OA.1)

Draw a picture to show a subtraction story problem.

- Use the numbers 8, 5, and 3.
- Write the subtraction sentence.
- Tell or write your story problem.



Show your work.

Addition Strategies



Curious About Math with

**Curious
George**

There are 4 fish in the tank.
If you doubled the number
of fish, how many
would there be?



Show What You Know**Model Addition**

Use to show each number. Draw the cubes.
Write how many in all.

1.

2

+

3

Use Symbols to Add

Use the picture. Write the addition sentence.

2.



 ○

 ○

3.



 ○

 ○

Add in Any Order

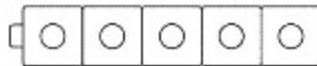
Use and to add. Color to match.
Write each sum.

4.



$$1 + 4 = \underline{\quad}$$

5.



$$4 + 1 = \underline{\quad}$$



Family note: This page checks your child's understanding of important skills needed for success in Chapter 3.



Assessment Options
Soar to Success Math

Vocabulary Builder**Review Words**

add

addends

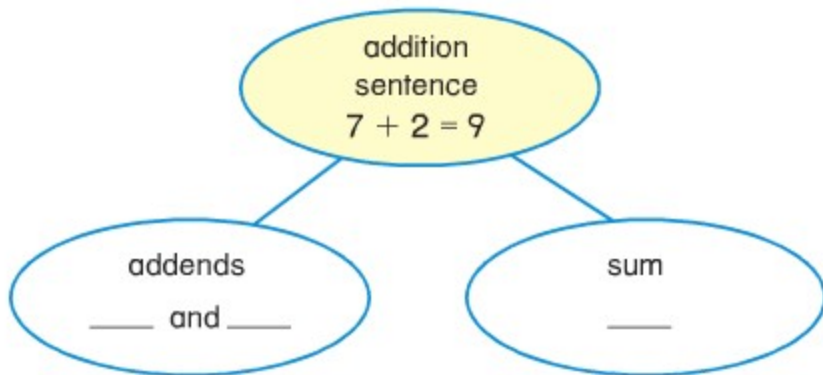
addition

sentence

sum

Visualize It

Write the addends and the sum for the addition sentence.

**Understand Vocabulary**

Use a review word to complete the sentence.

1. 4 and 3 in $4 + 3 = 7$ are _____.
2. $4 + 3 = 7$ is an _____.
3. 4 cubes and 3 cubes are put together to
_____ the groups.

Game Ducky Sums

Materials



Play with a partner.

- 1 Put your on START.
- 2 Toss the . Move your that number of spaces.

- 3 Use a , a , and a to make the spinner. Spin.
- 4 Add the number you spin and the number your is on. Your partner checks the sum.
- 5 Take turns. The winner is the first person to get to END.

START

END

Name _____

Lesson 3.1

Algebra • Add in Any Order

Essential Question What happens if you change the order of the addends when you add?

COMMON CORE STANDARD CC.1.OA.8

Understand and apply properties of operations and the relationship between addition and subtraction.

Listen and Draw



Use  and . Color to model the problem.
Write the addition sentence.

--	--	--	--	--	--	--	--	--	--	--	--	--

___ + ___ = ___

Use  and . Color to change the order.
Write the addition sentence.

--	--	--	--	--	--	--	--	--	--	--	--	--

___ + ___ = ___

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FOR THE TEACHER • Read the problem. George sees 7 blue birds and 8 red birds. How many birds does he see? Help children work through changing the order of the addends.

Math Talk

Explain how knowing the fact $7 + 8$ helps you find $8 + 7$.



MATHEMATICAL PRACTICES

Model and Draw

If you use the same addends, what other fact can you write?

$$\begin{array}{r} 5 \\ + 6 \\ \hline \end{array}$$

$$\begin{array}{r} \square \\ + \square \\ \hline \square \end{array}$$



Share and Show



Add. Change the order of the addends. Add again.

1.

$$\begin{array}{r} 8 \\ + 9 \\ \hline \end{array} \quad \begin{array}{r} \square \\ + \square \\ \hline \square \end{array}$$

2.

$$\begin{array}{r} 6 \\ + 7 \\ \hline \end{array} \quad \begin{array}{r} \square \\ + \square \\ \hline \square \end{array}$$

3.

$$\begin{array}{r} 7 \\ + 5 \\ \hline \end{array} \quad \begin{array}{r} \square \\ + \square \\ \hline \square \end{array}$$

4.

$$\begin{array}{r} 2 \\ + 8 \\ \hline \end{array} \quad \begin{array}{r} \square \\ + \square \\ \hline \square \end{array}$$

5.

$$\begin{array}{r} 9 \\ + 2 \\ \hline \end{array} \quad \begin{array}{r} \square \\ + \square \\ \hline \square \end{array}$$

6.

$$\begin{array}{r} 8 \\ + 4 \\ \hline \end{array} \quad \begin{array}{r} \square \\ + \square \\ \hline \square \end{array}$$

On Your Own

Add. Change the order of the addends. Add again.

7.

$$\begin{array}{r} 9 \\ + 6 \\ \hline \end{array} \quad + \quad \begin{array}{r} \square \\ \square \\ \hline \square \end{array}$$

8.

$$\begin{array}{r} 0 \\ + 6 \\ \hline \end{array} \quad + \quad \begin{array}{r} \square \\ \square \\ \hline \square \end{array}$$

9.

$$\begin{array}{r} 8 \\ + 3 \\ \hline \end{array} \quad + \quad \begin{array}{r} \square \\ \square \\ \hline \square \end{array}$$

10.

$$\begin{array}{r} 5 \\ + 9 \\ \hline \end{array} \quad + \quad \begin{array}{r} \square \\ \square \\ \hline \square \end{array}$$

11.

$$\begin{array}{r} 4 \\ + 5 \\ \hline \end{array} \quad + \quad \begin{array}{r} \square \\ \square \\ \hline \square \end{array}$$

12.

$$\begin{array}{r} 8 \\ + 5 \\ \hline \end{array} \quad + \quad \begin{array}{r} \square \\ \square \\ \hline \square \end{array}$$

13.

$$\begin{array}{r} 9 \\ + 1 \\ \hline \end{array} \quad + \quad \begin{array}{r} \square \\ \square \\ \hline \square \end{array}$$

14.

$$\begin{array}{r} 7 \\ + 9 \\ \hline \end{array} \quad + \quad \begin{array}{r} \square \\ \square \\ \hline \square \end{array}$$

15.

$$\begin{array}{r} 4 \\ + 6 \\ \hline \end{array} \quad + \quad \begin{array}{r} \square \\ \square \\ \hline \square \end{array}$$

16. **Explain** If Adam knows $4 + 7 = 11$, what other addition fact does he know? Write the new fact in the box. Tell how Adam knows the new fact.

PROBLEM SOLVING

REAL WORLD

Write Math

Write two addition sentences you can use to solve the problem. Write the answer.

17. Roy sees 4 big fish and 9 small fish. How many fish does Roy see?

_____ fish

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

18. Justin has 6 dimes. He gets 8 more dimes. How many dimes does he have now?

_____ dimes

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

19. **H.O.T.** Anna has two groups of pennies. She has 10 pennies in all. When she changes the order of the addends, the addition sentence is the same. What sentence can Anna write?

$$\underline{\quad} = \underline{\quad} + \underline{\quad}$$

20. **★ Test Prep** Which shows the same addends in a different order?

$9 + 3 = 12$

$6 + 3 = 9$



$3 + 9 = 12$



$4 + 8 = 12$



$3 + 8 = 11$



TAKE HOME ACTIVITY • Ask your child to explain what happens to the sum when you change the order of the addends.

Count On

Essential Question How do you count on 1, 2, or 3?

COMMON CORE STANDARD CC.1.OA.5

Add and subtract within 20.

Listen

REAL

WORLD

Start at 9. How can you count on to add?

Add 1.



10

$$9 + 1 = \underline{\quad}$$

Add 2.



10

11

$$9 + 2 = \underline{\quad}$$

Add 3.



10

11

12

$$9 + 3 = \underline{\quad}$$



FOR THE TEACHER • Read the problem and use the top workspace to solve. Sam has 9 books in a box. He gets 1 more. How many books does he have? Repeat for the other two workspaces, saying, *He gets 2 more.* and *He gets 3 more.*

Math Talk

How is counting on 2 like adding 2?

Explain.

MATHEMATICAL PRACTICES

Model and Draw

You can **count on** to add 1, 2, or 3.
Start with the greater addend.



6 7 8

$$3 + \textcircled{5} = \underline{8}$$

Start with 5.
Count on 3.



Share and Show



Circle the greater addend. Draw  to count on 1, 2, or 3. Write the sum.

1.



$$2 + \textcircled{6} = \underline{8}$$

2.



$$6 + 3 = \underline{\quad}$$

3.



$$\underline{\quad} = 1 + 6$$

4.



$$\underline{\quad} = 7 + 1$$

5.



$$2 + 7 = \underline{\quad}$$

6.



$$\underline{\quad} = 7 + 3$$

Name _____

On Your Own



Circle the greater addend.

Count on to find the sum.

7. $\begin{array}{r} 1 \\ + 9 \\ \hline \end{array}$	8. $\begin{array}{r} 8 \\ + 3 \\ \hline \end{array}$	9. $\begin{array}{r} 1 \\ + 8 \\ \hline \end{array}$	10. $\begin{array}{r} 1 \\ + 6 \\ \hline \end{array}$	11. $\begin{array}{r} 9 \\ + 3 \\ \hline \end{array}$	12. $\begin{array}{r} 7 \\ + 2 \\ \hline \end{array}$
13. $\begin{array}{r} 2 \\ + 6 \\ \hline \end{array}$	14. $\begin{array}{r} 5 \\ + 3 \\ \hline \end{array}$	15. $\begin{array}{r} 7 \\ + 1 \\ \hline \end{array}$	16. $\begin{array}{r} 3 \\ + 7 \\ \hline \end{array}$	17. $\begin{array}{r} 9 \\ + 2 \\ \hline \end{array}$	18. $\begin{array}{r} 3 \\ + 4 \\ \hline \end{array}$
19. $\begin{array}{r} 4 \\ + 1 \\ \hline \end{array}$	20. $\begin{array}{r} 2 \\ + 8 \\ \hline \end{array}$	21. $\begin{array}{r} 2 \\ + 4 \\ \hline \end{array}$	22. $\begin{array}{r} 5 \\ + 2 \\ \hline \end{array}$	23. $\begin{array}{r} 3 \\ + 6 \\ \hline \end{array}$	24. $\begin{array}{r} 5 \\ + 1 \\ \hline \end{array}$
25. $\begin{array}{r} 9 \\ + 3 \\ \hline \end{array}$	26. $\begin{array}{r} 2 \\ + 7 \\ \hline \end{array}$	27. $\begin{array}{r} 6 \\ + 2 \\ \hline \end{array}$	28. $\begin{array}{r} 3 \\ + 4 \\ \hline \end{array}$	29. $\begin{array}{r} 8 \\ + 1 \\ \hline \end{array}$	30. $\begin{array}{r} 3 \\ + 5 \\ \hline \end{array}$

31. Explain Terry added 3 and 7.

He got a sum of 9. His answer is **not** correct. Describe how Terry can find the correct sum.

PROBLEM SOLVING REAL WORLD

Write Math

Draw to solve. Write the addition sentence.

32. Cindy and Joe pick 8 oranges.
Then they pick 3 more oranges.
How many oranges do they pick?

$$\underline{\quad} + \underline{\quad} = \underline{\quad} \text{ oranges}$$



Which three numbers can you use
to complete the problem?

33. **H.O.T.** Jennifer has $\underline{\quad}$ stamps.
She gets $\underline{\quad}$ more stamps.
How many stamps does she have now?



$$\underline{\quad} + \underline{\quad} = \underline{\quad} \text{ stamps}$$

34. ★ **Test Prep** Count on to solve $3 + 8$.

10



11



12



13



TAKE HOME ACTIVITY • Have your child tell you how to
count on to find the sum for $6 + 3$.

Name _____

Add Doubles

Essential Question What are doubles facts?

HANDS ON Lesson 3.3

COMMON CORE STANDARD CC.1.OA.6

Add and subtract within 20.

Listen and Draw

REAL WORLD

Use . Draw  to solve.

Write the addition sentence.

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

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FOR THE TEACHER • Read the following problem.
Sal built two towers. Each tower has 4 cubes. How many cubes does Sal use to build both towers?

Math Talk
Describe how your model shows a doubles fact.



MATHEMATICAL PRACTICES

Model and Draw

Why are these **doubles** facts?

$$\begin{array}{r} 1 \\ + 1 \\ \hline 2 \end{array}$$


$$\begin{array}{r} 2 \\ + 2 \\ \hline \end{array}$$


Share and Show



Use . Draw  to show your work.
Write the sum.



1.

$$\begin{array}{r} 3 \\ + 3 \\ \hline \end{array}$$

2.

$$\begin{array}{r} 4 \\ + 4 \\ \hline \end{array}$$

 3.

$$\begin{array}{r} 5 \\ + 5 \\ \hline \end{array}$$

 4.

$$\begin{array}{r} 6 \\ + 6 \\ \hline \end{array}$$

Name _____

On Your Own



Use . Draw  to show your work.
Write the sum.

5.
$$\begin{array}{r} 7 \\ + 7 \\ \hline \end{array}$$

6.
$$\begin{array}{r} 8 \\ + 8 \\ \hline \end{array}$$

7.  Look back at Exercises 1–6.
Write the fact that would be next in the
pattern. Draw  to show your work.

$$\begin{array}{r} \square \\ + \square \\ \hline \square \end{array}$$

Add.

8.	$\begin{array}{r} 5 \\ + 5 \\ \hline \end{array}$	9.	$\begin{array}{r} 7 \\ + 7 \\ \hline \end{array}$	10.	$\begin{array}{r} 6 \\ + 6 \\ \hline \end{array}$	11.	$\begin{array}{r} 10 \\ + 10 \\ \hline \end{array}$	12.	$\begin{array}{r} 4 \\ + 4 \\ \hline \end{array}$	13.	$\begin{array}{r} 8 \\ + 8 \\ \hline \end{array}$
----	---	----	---	-----	---	-----	---	-----	---	-----	---

PROBLEM SOLVING

REAL WORLD

Write Math

Write a doubles fact to solve.

14. Meg and Paul each put 8 apples into a basket. How many apples are in the basket?

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$



15. **H.O.T.** There are 18 people at the party. Some are boys and some are girls. The number of boys is the same as the number of girls.

$$\underline{\quad} = \underline{\quad} + \underline{\quad}$$



16. **★ Test Prep** Which is a doubles fact?

$$\begin{array}{r} 7 \\ +1 \\ \hline 8 \end{array}$$



$$\begin{array}{r} 6 \\ +0 \\ \hline 6 \end{array}$$



$$\begin{array}{r} 5 \\ +5 \\ \hline 10 \end{array}$$



$$\begin{array}{r} 4 \\ +3 \\ \hline 7 \end{array}$$



TAKE HOME ACTIVITY • Have your child choose a number from 1 to 10 and use that number in a doubles fact. Repeat with other numbers.

Name _____

Use Doubles to Add

Essential Question How can you use doubles to help you add?

HANDS ON Lesson 3.4

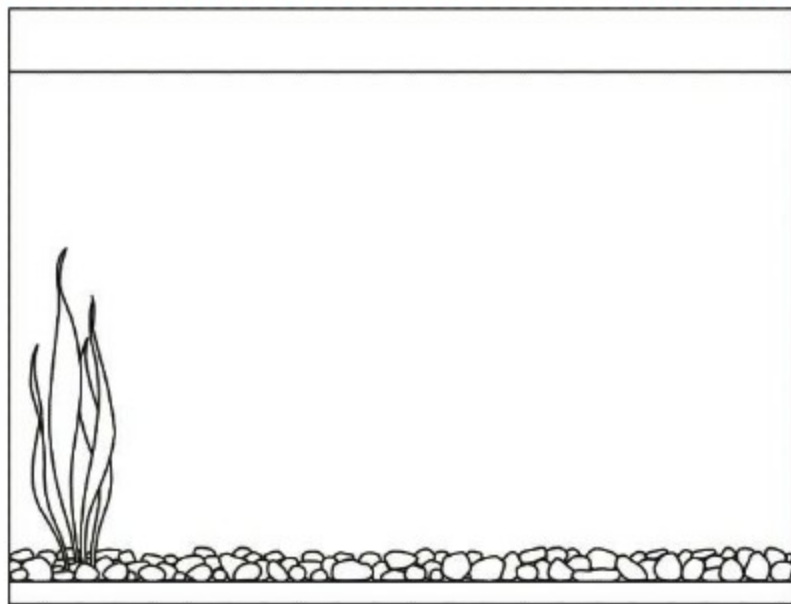
COMMON CORE STANDARD CC.1.OA.6

Add and subtract within 20.

Listen and Draw



Draw to show the problem.
Write the number of fish.



There are ____ fish.

Math Talk

How does knowing
 $3 + 3$ help you
solve the problem?

Explain.



MATHEMATICAL
PRACTICES

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FOR THE TEACHER • Read the following problem.
There are 3 orange fish, 3 striped fish, and 1 white
fish in the class fish tank. How many fish are in the
fish tank?

Model and Draw

How can a doubles fact help you solve $6 + 7$?

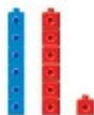
Break apart the 7.
7 is the same
as $6 + 1$.



Solve the
doubles fact,
 $6 + 6$.



THINK
What is one more
than 12?



$$6 + 7 = \underline{6} + \underline{6} + \underline{1} = \underline{12} + \underline{1} = \underline{13}$$

So, $6 + 7 = \underline{\hspace{1cm}}$.

Share and Show



Use to model. Make doubles. Add.

1.

$$9 + 8$$
$$\underline{\hspace{1cm}} + \underline{\hspace{1cm}} + \underline{\hspace{1cm}}$$
$$\underline{\hspace{1cm}} + \underline{\hspace{1cm}} = \underline{\hspace{1cm}}$$

So, $9 + 8 = \underline{\hspace{1cm}}$.

2.

$$5 + 6$$
$$\underline{\hspace{1cm}} + \underline{\hspace{1cm}} + \underline{\hspace{1cm}}$$
$$\underline{\hspace{1cm}} + \underline{\hspace{1cm}} = \underline{\hspace{1cm}}$$

So, $5 + 6 = \underline{\hspace{1cm}}$.

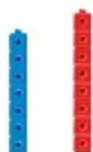
Name _____

On Your Own

Use  . Make doubles. Add.



3.



$$7 + 8$$

$$\underline{\quad} + \underline{\quad} + \underline{\quad}$$

So, $7 + 8 = \underline{\quad}$.

4.



$$5 + 4$$

$$\underline{\quad} + \underline{\quad} + \underline{\quad}$$

So, $5 + 4 = \underline{\quad}$.

Use doubles to help you add.

5. $8 + 9 = \underline{\quad}$

6. $4 + 5 = \underline{\quad}$

7. $6 + 7 = \underline{\quad}$

8. $7 + 6 = \underline{\quad}$

9. $6 + 5 = \underline{\quad}$

10. $9 + 8 = \underline{\quad}$

Explain Would you use count on or doubles to solve? Why?

11. $3 + 4$

12. $3 + 9$

PROBLEM SOLVING

Write
Math

13. **H.O.T.** Use what you know about doubles to complete the Key. Write the missing sums.

$$\text{Yellow Circle} + \text{Yellow Circle} = 4$$

$$\text{Yellow Circle} + \text{Blue Circle} = \underline{\hspace{2cm}}$$

$$\text{Blue Circle} + \text{Blue Circle} = 6$$

$$\text{Blue Circle} + \text{Red Circle} = \underline{\hspace{2cm}}$$

$$\text{Red Circle} + \text{Red Circle} = 8$$

Key

$$\text{Yellow Circle} = \underline{\hspace{2cm}}$$

$$\text{Blue Circle} = \underline{\hspace{2cm}}$$

$$\text{Red Circle} = \underline{\hspace{2cm}}$$

14. **★ Test Prep** Which has the same sum as $9 + 8$?

- ☐ $6 + 6 + 1$
- ☐ $6 + 6 + 2$
- ☐ $1 + 8 + 8$
- ☐ $2 + 8 + 8$



TAKE HOME ACTIVITY • Ask your child to show you how to use what he or she knows about doubles to help solve $6 + 5$.

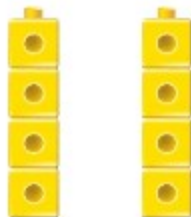
Doubles Plus 1 and Doubles Minus 1

Essential Question How can you use what you know about doubles to find other sums?

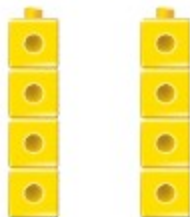
COMMON CORE STANDARD CC.1.OA.6
Add and subtract within 20.

Listen and Draw

How can you use the doubles fact, $4 + 4$, to solve each problem? Draw to show how. Complete the addition sentence.



$$4 + \underline{\quad} = 9$$



$$4 + \underline{\quad} = 7$$



FOR THE TEACHER • Read the problems. Look at the doubles fact, $4 + 4$. Draw to show 1 more in the first workspace. Draw to show 1 less in the second workspace.

Math Talk

Explain what happens to the doubles fact when you increase one addend by one or decrease one addend by one.

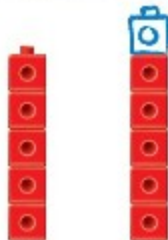
**MATHEMATICAL PRACTICES**

Model and Draw

Use the doubles fact $5 + 5$ to add.

Use **doubles plus one**.

Add 1 to the doubles fact $5 + 5$.



$$5 + 6 = \boxed{}$$

Use **doubles minus one**.

Subtract 1 from the doubles fact $5 + 5$.



$$5 + 4 = \boxed{9}$$

Share and Show



Use   to add. Solve the doubles fact.

Then use doubles plus one or doubles minus one.

Circle $+$ or $-$ to show how you solved each one.

1. $2 + 2 = \boxed{}$

$2 + 3 = \boxed{}$

doubles $\underline{+}$ one

$2 + 1 = \boxed{}$

doubles $\underline{+}$ one

2. $3 + 3 = \boxed{}$

$3 + 4 = \boxed{}$

doubles $\underline{+}$ one

$3 + 2 = \boxed{}$

doubles $\underline{+}$ one

3. $4 + 4 = \boxed{}$

$4 + 5 = \boxed{}$

doubles $\underline{+}$ one

$4 + 3 = \boxed{}$

doubles $\underline{+}$ one

Name _____



On Your Own

Add. Write the doubles fact you used to solve the problem.

4. $8 + 9 = \underline{\quad}$
____ ○ ____ ○ ____

5. $2 + 3 = \underline{\quad}$
____ ○ ____ ○ ____

6. $7 + 6 = \underline{\quad}$
____ ○ ____ ○ ____

7. $6 + 5 = \underline{\quad}$
____ ○ ____ ○ ____

8. $3 + 4 = \underline{\quad}$
____ ○ ____ ○ ____

9. $4 + 5 = \underline{\quad}$
____ ○ ____ ○ ____

10. $8 + 7 = \underline{\quad}$
____ ○ ____ ○ ____

11. $6 + 7 = \underline{\quad}$
____ ○ ____ ○ ____

12. $9 + 8 = \underline{\quad}$
____ ○ ____ ○ ____

13. $7 + 8 = \underline{\quad}$
____ ○ ____ ○ ____

 Add. Write the doubles plus one fact.

Write the doubles minus one fact.

14. $\begin{array}{r} 6 \\ + 6 \\ \hline \end{array}$

doubles plus one

doubles minus one

PROBLEM SOLVING

REAL WORLD

Write Math

15. **H.O.T.** Grace wants to write the sums for the doubles plus one and doubles minus one facts. She has started writing sums. Help her find the rest of the sums.

+	0	1	2	3	4	5	6	7	8	9
0	0	1								
1	1	2	3							
2		3	4	5						
3			5	6	7					
4				7	8					
5						10	11			
6						11	12			
7								14	15	
8								15	16	
9										18

16. **★ Test Prep** Which doubles fact helps you solve $6 + 7 = 13$?

$5 + 5 = 10$	$6 + 6 = 12$	$8 + 8 = 16$	$9 + 9 = 18$
○	○	○	○



TAKE HOME ACTIVITY • Have your child explain how to use a doubles fact to solve the doubles plus one fact $4 + 5$ and the doubles minus one fact $4 + 3$.

Practice the Strategies

Essential Question What strategies can you use to solve addition fact problems?

COMMON CORE STANDARD CC.1.OA.6

Add and subtract within 20.

Listen and Draw

Think of different addition strategies. Write or draw two ways you can solve $4 + 3$.

$4 + 3 = \underline{\quad}$	
Way 1	Way 2



FOR THE TEACHER • Encourage children to use different strategies to show two ways they can solve $4 + 3$. Have children share answers and discuss all strategies.

Math Talk

Explain why the sum is the same when you use different strategies.



MATHEMATICAL PRACTICES

Model and Draw

These are the ways you have learned to find sums.

You can count on.

$9 + 1 = 10$

$5 + 5 = 10$

You can use doubles, doubles plus 1, and doubles minus 1.



$9 + 2 = \underline{\quad}$

$5 + 6 = \underline{\quad}$

$9 + 3 = \underline{\quad}$

$5 + 4 = \underline{\quad}$



Share and Show



1. Count On 1

$4 + 1 = \underline{\quad}$

$5 + 1 = \underline{\quad}$

$6 + 1 = \underline{\quad}$

$7 + 1 = \underline{\quad}$

2. Count On 2

$5 + 2 = \underline{\quad}$

$6 + 2 = \underline{\quad}$

$7 + 2 = \underline{\quad}$

$8 + 2 = \underline{\quad}$

3. Count On 3

$6 + 3 = \underline{\quad}$

$7 + 3 = \underline{\quad}$

$8 + 3 = \underline{\quad}$

$9 + 3 = \underline{\quad}$



4. Doubles

$7 + 7 = \underline{\quad}$

$8 + 8 = \underline{\quad}$

$9 + 9 = \underline{\quad}$

$10 + 10 = \underline{\quad}$

5. Doubles Plus One

$5 + 6 = \underline{\quad}$

$6 + 7 = \underline{\quad}$

Doubles Minus One

$8 + 7 = \underline{\quad}$

$9 + 8 = \underline{\quad}$



Name _____

On Your Own

Add. Color doubles facts . Color count on facts .

Color doubles plus one or doubles minus one facts .

6. $9 + 9 = \underline{\quad}$	7. $7 + 1 = \underline{\quad}$	8. $5 + 3 = \underline{\quad}$
9. $2 + 9 = \underline{\quad}$	10. $7 + 3 = \underline{\quad}$	11. $7 + 7 = \underline{\quad}$
12. $6 + 5 = \underline{\quad}$	13. $2 + 8 = \underline{\quad}$	14. $8 + 8 = \underline{\quad}$
15. $8 + 9 = \underline{\quad}$	16. $9 + 3 = \underline{\quad}$	17. $7 + 8 = \underline{\quad}$
18. $3 + 8 = \underline{\quad}$	19. $6 + 6 = \underline{\quad}$	20. $1 + 9 = \underline{\quad}$



H.O.T. Make a counting on problem.

Write the missing numbers.

21. _____ birds were in a tree.
 _____ more birds flew there.
 How many birds are in the tree now?

_____ birds



TAKE HOME ACTIVITY • Have your child point out a doubles fact, a doubles plus one fact, a doubles minus one fact, and a fact he or she solved by counting on. Have him or her describe how each strategy works.

**Mid-Chapter Checkpoint****Concepts and Skills**

Add. Change the order of the addends. Add again. (CC.1.OA.3)

1.

$$\begin{array}{r} 8 \\ + 4 \\ \hline \end{array}$$

$$\begin{array}{r} \square \\ + \square \\ \hline \square \end{array}$$

2.

$$\begin{array}{r} 7 \\ + 9 \\ \hline \end{array}$$

$$\begin{array}{r} \square \\ + \square \\ \hline \square \end{array}$$

Circle the greater addend. Count on to find the sum. (CC.1.OA.5)

3.

$$\begin{array}{r} 1 \\ + 8 \\ \hline \end{array}$$

4.

$$\begin{array}{r} 3 \\ + 7 \\ \hline \end{array}$$

5.

$$\begin{array}{r} 9 \\ + 2 \\ \hline \end{array}$$

6.

$$\begin{array}{r} 6 \\ + 3 \\ \hline \end{array}$$

7.

$$\begin{array}{r} 7 \\ + 1 \\ \hline \end{array}$$

8.

$$\begin{array}{r} 2 \\ + 8 \\ \hline \end{array}$$

Use doubles to help you add. (CC.1.OA.6)

9. $7 + 8 = \underline{\quad}$ | 10. $6 + 7 = \underline{\quad}$ | 11. $9 + 8 = \underline{\quad}$

**Test Prep**

12. Which is the doubles plus one fact for $6 + 6$? (CC.1.OA.8)

$6 + 6 = 12$ | $6 + 7 = 13$ | $6 + 5 = 11$ | $5 + 7 = 12$
☐ ☐ ☐ ☐

Name _____

Add 10 and More

Essential Question How can you use a ten frame to add 10 and some more?

HANDS ON Lesson 3.7

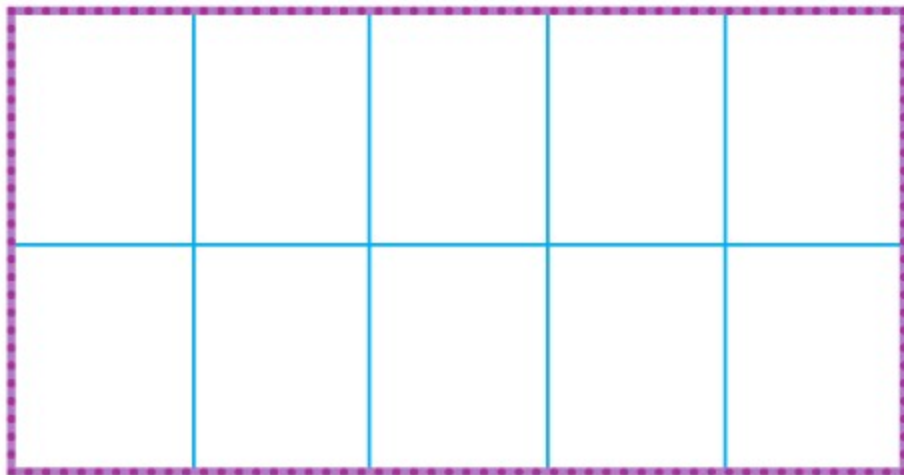
COMMON CORE STANDARD CC.1.OA.6

Add and subtract within 20.

Listen and Draw



What is $10 + 5$? Use ● and ● and the ten frame.
Model and draw to solve.



FOR THE TEACHER • Read the following problem.
Ali has 10 red apples in a bag. She has 5 yellow apples next to the bag. How many apples does Ali have?

Math Talk

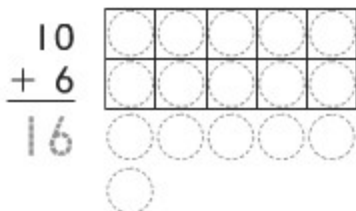
Explain how your model shows $10 + 5$.



MATHEMATICAL PRACTICES

Model and Draw

You can use a ten frame to add $10 + 6$.



Color the counters to show 10 red. Color the counters to show 6 yellow.

Share and Show



Draw ● to show 10. Draw ● to show the other addend. Write the sum.

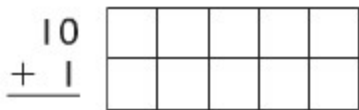
1.



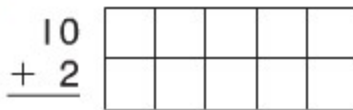
2.



3.



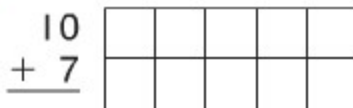
4.



5.



6.



Name _____

On Your Own

Draw ● to show 10. Draw ● to show the other addend. Write the sum.

$$\begin{array}{r} 7. \quad 10 \\ + 8 \\ \hline \end{array}$$

$$\begin{array}{r} 8. \quad 10 \\ + 2 \\ \hline \end{array}$$

$$\begin{array}{r} 9. \quad 10 \\ + 6 \\ \hline \end{array}$$

$$\begin{array}{r} 10. \quad 10 \\ + 9 \\ \hline \end{array}$$

Add.

$$\begin{array}{r} 11. \quad 10 \\ + 1 \\ \hline \end{array}$$

$$\begin{array}{r} 12. \quad 4 \\ + 10 \\ \hline \end{array}$$

$$\begin{array}{r} 13. \quad 5 \\ + 10 \\ \hline \end{array}$$

$$\begin{array}{r} 14. \quad 10 \\ + 3 \\ \hline \end{array}$$

$$\begin{array}{r} 15. \quad 0 \\ + 10 \\ \hline \end{array}$$

16. **H.O.T.** Draw ● to show 10. Draw ● to show the missing addend. Write the missing addend.

$$\begin{array}{r} \quad 10 \\ + \square \\ \hline 14 \end{array}$$



PROBLEM SOLVING REAL WORLD



Draw ●● to solve.

Write the addition sentence.

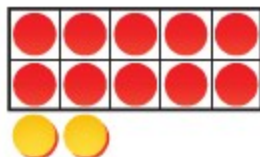
Write to explain your model.



17. Marina has 10 crayons. She gets 7 more crayons. How many crayons does she have now?

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

18. ★ **Test Prep** What number sentence does this model show?



$10 - 2 = 8$	$10 + 2 = 12$	$5 + 2 = 7$	$5 + 1 = 6$
○	○	○	○



TAKE HOME ACTIVITY • Have your child choose a number between 1 and 10 and then find the sum of 10 and that number. Repeat using other numbers.

Name _____

Make a 10 to Add

Essential Question How do you use the make a ten strategy to add?

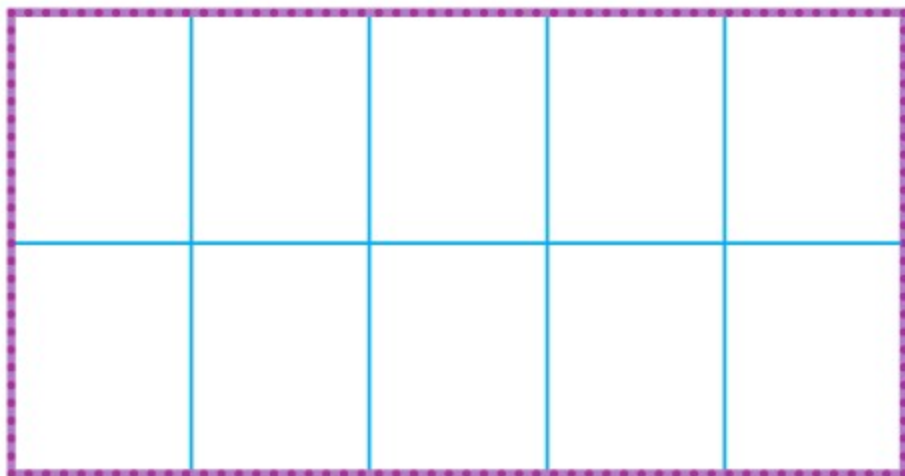
HANDS ON Lesson 3.8

COMMON CORE STANDARD CC.1.OA.6

Add and subtract within 20.

Listen and Draw

What is $9 + 6$? Use ● and ● and the ten frame.
Model and draw to solve.



FOR THE TEACHER • Ask children: What is $9 + 6$? Have children use red and yellow counters to model. Then move one counter from the 6 to make a ten.

Math Talk

Explain why you start by putting 9 counters in the ten frame.



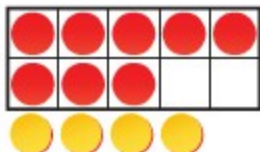
MATHEMATICAL PRACTICES

Model and Draw

Why do you show 8 in the ten frame to find $4 + 8$?

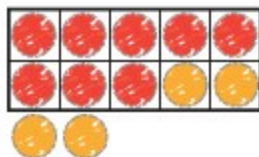
Put 8 ● in the ten frame.
Then show 4 ●.

$$\begin{array}{r} 4 \\ + 8 \\ \hline \end{array}$$



Draw to **make a ten**.
Then write the new fact.

$$\begin{array}{r} 10 \\ + 2 \\ \hline 12 \end{array}$$

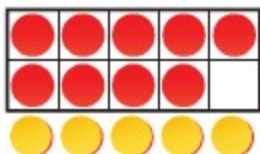


Share and Show



Use ● and a ten frame. Show both addends.
Draw to make a ten. Then write the new fact. Add.

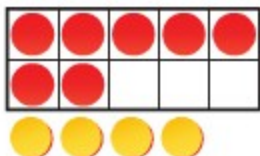
1.
$$\begin{array}{r} 9 \\ + 5 \\ \hline \end{array}$$



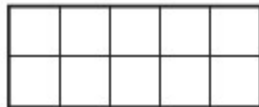
$$\begin{array}{r} \square \\ + \square \\ \hline \square \end{array}$$



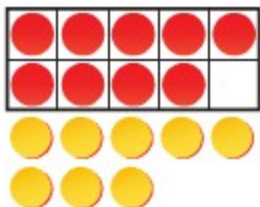
2.
$$\begin{array}{r} 4 \\ + 7 \\ \hline \end{array}$$



$$\begin{array}{r} \square \\ + \square \\ \hline \square \end{array}$$



3.
$$\begin{array}{r} 9 \\ + 8 \\ \hline \end{array}$$



$$\begin{array}{r} \square \\ + \square \\ \hline \square \end{array}$$



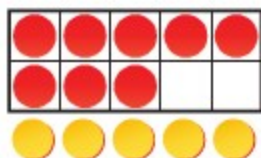
Name _____

On Your Own

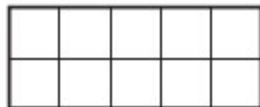
Use ● and ● and a ten frame. Show both addends.
Draw to make a ten. Then write the new fact. Add.

REMEMBER
Start with
the greater
addend.

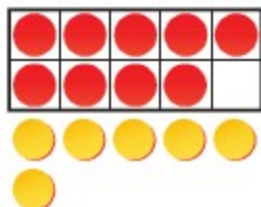
$$\begin{array}{r} 4. \quad 5 \\ + 8 \\ \hline \end{array}$$



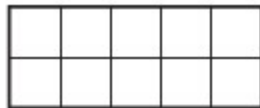
$$\begin{array}{r} \square \\ + \square \\ \hline \square \end{array}$$



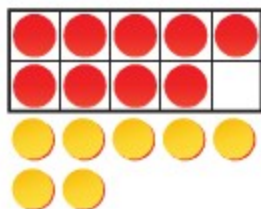
$$\begin{array}{r} 5. \quad 9 \\ + 6 \\ \hline \end{array}$$



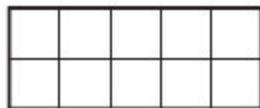
$$\begin{array}{r} \square \\ + \square \\ \hline \square \end{array}$$



$$\begin{array}{r} 6. \quad 7 \\ + 9 \\ \hline \end{array}$$



$$\begin{array}{r} \square \\ + \square \\ \hline \square \end{array}$$



7. Explain What strategy would you choose to solve $7 + 8$? Why?

PROBLEM SOLVING

Write Math



Solve.

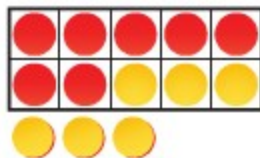
8. $10 + 8$ has the same sum as $9 + \underline{\quad}$.

9. $10 + 7$ has the same sum as $8 + \underline{\quad}$.

10. $10 + 5$ has the same sum as $6 + \underline{\quad}$.

11. **H.O.T.** Write the numbers **6**, **8**, or **10** to complete the sentence. $\underline{\quad} + \underline{\quad}$ has the same sum as $\underline{\quad} + 8$.

12. **★ Test Prep** What number sentence does this model show?



$10 - 3 = 7$



$7 + 2 = 9$



$10 + 2 = 12$



$10 + 3 = 13$



TAKE HOME ACTIVITY • Cut off 2 cups from an egg carton or draw a 5-by-2 grid on a sheet of paper to create a ten frame. Have your child use small objects to show how to make a ten to solve $8 + 3$, $7 + 6$, and $9 + 9$.

Name _____

Lesson 3.4

Use Make a 10 to Add

Essential Question How can you make a ten to help you add?

COMMON CORE STANDARD CC.1.OA.6

Add and subtract within 20.

Listen and Draw



Draw to show the addends. Then draw to show how to make a ten. Write the sum.

$$\begin{array}{r} 6 \\ + 7 \\ \hline \end{array}$$

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FOR THE TEACHER • Read the following problem. Sean has 6 big paper clips and 7 small paper clips. How many paper clips does he have? Ask children to draw counters in the ten frames to show how to solve by making a ten.

Math Talk

Describe how the drawings show how to make a ten to solve $6 + 7$.

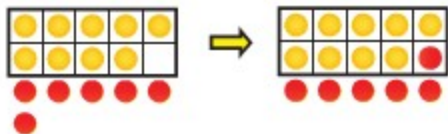


Model and Draw

What is $9 + 6$?

Start with the greater addend.

Make a ten.



Find the sum.

$$\begin{array}{r} 9 + 1 + 5 \\ \hline 10 + 5 = \end{array}$$

So, $6 + 9 =$ ____.

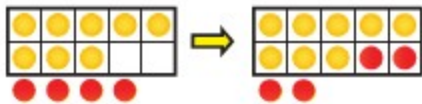
Share and Show



Write to show how you make a ten. Then add.



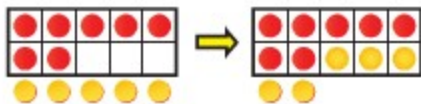
1. What is $8 + 4$?



$$\begin{array}{r} \underline{\quad} + \underline{\quad} + 2 \\ \hline \underline{\quad} + \underline{\quad} = \end{array}$$

So, $8 + 4 =$ ____.

2. What is $5 + 7$?



$$\begin{array}{r} \underline{\quad} + \underline{\quad} + 2 \\ \hline \underline{\quad} + \underline{\quad} = \end{array}$$

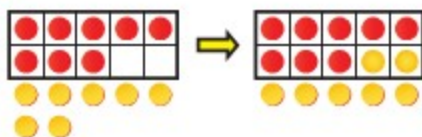
So, $5 + 7 =$ ____.

Name _____

On Your Own

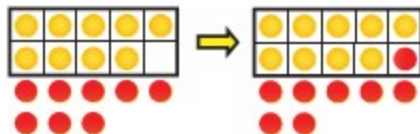
Write to show how you make a ten. Then add.

3. What is $7 + 8$?



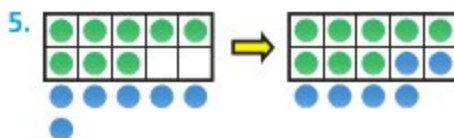
$$\begin{array}{r} \underline{\quad} + \underline{\quad} + \underline{\quad} \\ \swarrow \quad \searrow \\ \underline{\quad} + \underline{\quad} = \underline{\quad} \\ \text{So, } 7 + 8 = \underline{\quad}. \end{array}$$

4. What is $9 + 8$?



$$\begin{array}{r} \underline{\quad} + \underline{\quad} + \underline{\quad} \\ \swarrow \quad \searrow \\ \underline{\quad} + \underline{\quad} = \underline{\quad} \\ \text{So, } 9 + 8 = \underline{\quad}. \end{array}$$

H.O.T. Use the model. Write to show how you make a ten. Then add.



$$\begin{array}{r} \underline{\quad} + \underline{\quad} + \underline{\quad} \\ \swarrow \quad \searrow \\ \underline{\quad} + \underline{\quad} = \underline{\quad} \\ \text{So, } \underline{\quad} + \underline{\quad} = \underline{\quad}. \end{array}$$



PROBLEM SOLVING

REAL WORLD

Write Math

Use the clues to solve. Draw lines to match.

6. Han, Luis, and Mike buy apples. Mike buys 10 red apples and 4 green apples. Luis and Mike buy the same number of apples. Match each person to his apples.



Han

10 red apples and 4 green apples

Luis

6 red apples and 8 green apples

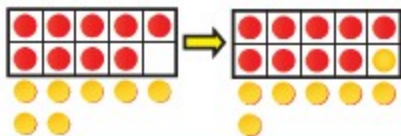
Mike

8 red apples and 7 green apples

7. **H.O.T.** Look at Exercise 6. Han eats one apple. Now he has the same number of apples as Luis and Mike. How many red and green apples could he have?

_____ red apples and _____ green apples

8. **★ Test Prep** Which way shows how to make a ten to solve $9 + 7$?



- ☐ $5 + 4 + 5$
- ☐ $7 + 3 + 9$
- ☐ $9 + 1 + 6$
- ☐ $9 + 1 + 7$



TAKE HOME ACTIVITY • Have your child show you how to make a ten to solve $8 + 7$.

Name _____

Algebra • Add 3 Numbers

Essential Question How can you add three addends?

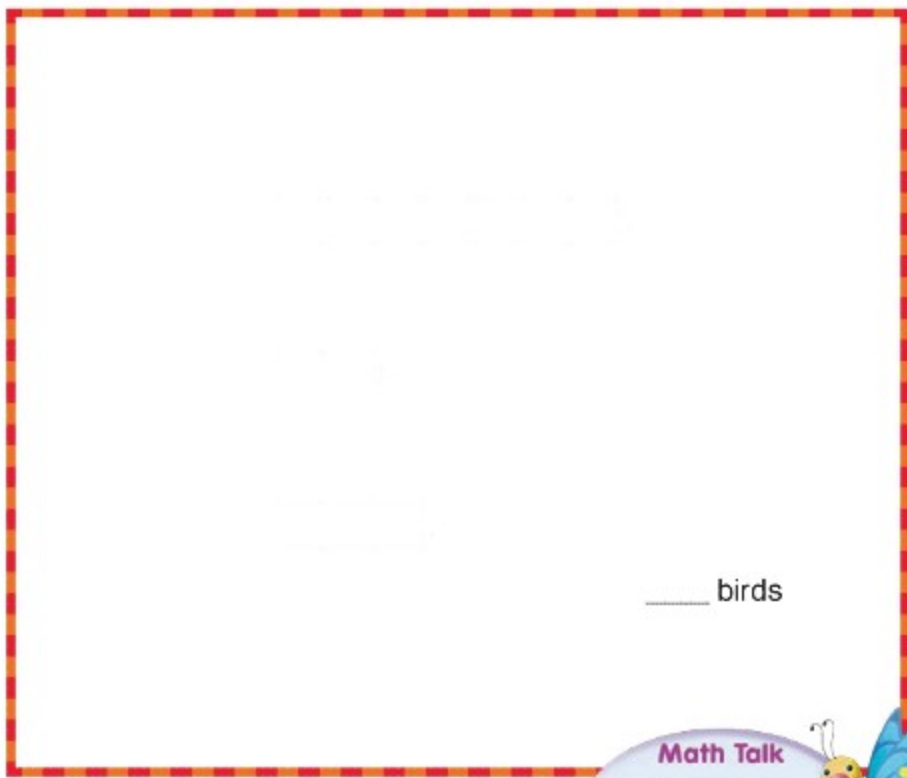
HANDS ON Lesson 3.10

COMMON CORE STANDARD CC.1.OA.3

Understand and apply properties of operations and the relationship between addition and subtraction.

Listen and Draw

Use  to model the problem.
Draw to show your work.



_____ birds



FOR THE TEACHER • Read the following problem.
Kelly sees 7 birds. Bill sees 2 birds. Joe sees 3 birds.
How many birds do they see?

Math Talk

Which two addends
did you add first?
Explain.

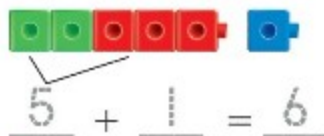


**MATHEMATICAL
PRACTICES**

Model and Draw

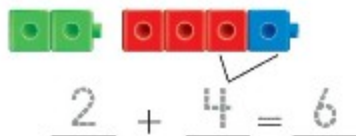
$$2 + 3 + 1 = \underline{\quad}$$

Add 2 and 3. Then add 1.



You can change which two addends you add first. The sum stays the same.

Add 3 and 1. Then add 2.



Share and Show



Use to change which two addends you add first. Complete the addition sentences.

1. $5 + 2 + 3 = \underline{\quad}$



$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$



$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

2. $3 + 4 + 6 = \underline{\quad}$



$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$



$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

Name _____

On Your Own

Look at the   . Complete the addition sentences showing two ways to find the sum.

3. $7 + 3 + 1 = \underline{\quad}$



$\underline{\quad} + \underline{\quad} = \underline{\quad}$



$\underline{\quad} + \underline{\quad} = \underline{\quad}$

4. $3 + 6 + 3 = \underline{\quad}$



$\underline{\quad} + \underline{\quad} = \underline{\quad}$



$\underline{\quad} + \underline{\quad} = \underline{\quad}$

Solve both ways.

5. $2 + 3 + 7 = \underline{\quad}$

$\underline{\quad} + \underline{\quad} = \underline{\quad}$

$2 + 3 + 7 = \underline{\quad}$

$\underline{\quad} + \underline{\quad} = \underline{\quad}$

6.  I used    to model 3 addends. Use my model. Write the 3 addends.

My Model



$\underline{\quad} + \underline{\quad} + \underline{\quad} = 7$

PROBLEM SOLVING

Write
Math

7. **H.O.T.** Choose three numbers from 1 to 6.
Write the numbers in an addition sentence.
Show two ways to find the sum.



8. **★ Test Prep** What is the sum for $2 + 2 + 8$?

10



11



12



20



TAKE HOME ACTIVITY • Have your child draw to show two ways to add the numbers 2, 4, and 6.

Name _____

Algebra • Add 3 Numbers

Essential Question How can you group numbers to add three addends?

COMMON CORE STANDARD CC.1.DA.3

Understand and apply properties of operations and the relationship between addition and subtraction.

Listen and Draw



Listen to the problem. Show two ways to group and add the numbers.

A diagram of a 3x3 grid. The grid has a blue border and a vertical blue line down the center. In the top row, there is a white box with a black border containing the numbers 3, 6, and 3. The rest of the grid is empty.

3	6	3

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FOR THE TEACHER • Read the following problem.
There are 3 children at one table. There are
6 children at another table. There are 3 children
in line. How many children are there?

Math Talk

Describe the two ways you grouped the numbers to add.



**MATHEMATICS
PRACTICES**

Model and Draw

You can group the addends in any order and in different ways to find the sum.

Add 8 and 2 to use the strategy make a ten. Then add 10 and 6.

$$\begin{array}{r} 8 \\ 6 \\ + 2 \\ \hline 16 \end{array}$$

Diagram showing 8 and 2 grouped together to make 10, then 10 and 6 are added to get 16.



Add 6 and 2 to use the strategy count on. Then add doubles 8 and 8.

$$\begin{array}{r} 8 \\ 6 \\ + 2 \\ \hline 16 \end{array}$$

Diagram showing 6 and 2 grouped together to make 8, then 8 and 8 are added to get 16.

Share and Show



Choose a strategy. Circle two addends to add first. Write the sum. Then find the total sum. Then use a different strategy and add again.

THINK

Use count on, doubles, doubles plus one, doubles minus one, or make a ten to add.

1. $\begin{array}{r} 6 \\ 4 \\ + 2 \\ \hline \end{array}$ $\begin{array}{r} 6 \\ 4 \\ + 2 \\ \hline \end{array}$

2. $\begin{array}{r} 3 \\ 4 \\ + 4 \\ \hline \end{array}$ $\begin{array}{r} 3 \\ 4 \\ + 4 \\ \hline \end{array}$

3. $\begin{array}{r} 2 \\ 5 \\ + 0 \\ \hline \end{array}$ $\begin{array}{r} 2 \\ 5 \\ + 0 \\ \hline \end{array}$

4. $\begin{array}{r} 5 \\ 4 \\ + 5 \\ \hline \end{array}$ $\begin{array}{r} 5 \\ 4 \\ + 5 \\ \hline \end{array}$

Name _____

On Your Own

Choose a strategy. Circle two addends to add first. Write the sum.

$$\begin{array}{r} 5. \quad 8 \\ 2 \\ + 2 \\ \hline \end{array}$$

$$\begin{array}{r} 6. \quad 6 \\ 0 \\ + 8 \\ \hline \end{array}$$

$$\begin{array}{r} 7. \quad 3 \\ 4 \\ + 6 \\ \hline \end{array}$$

$$\begin{array}{r} 8. \quad 2 \\ 3 \\ + 7 \\ \hline \end{array}$$

$$\begin{array}{r} 9. \quad 7 \\ 7 \\ + 2 \\ \hline \end{array}$$

$$\begin{array}{r} 10. \quad 1 \\ 9 \\ + 1 \\ \hline \end{array}$$

$$\begin{array}{r} 11. \quad 5 \\ 4 \\ + 4 \\ \hline \end{array}$$

$$\begin{array}{r} 12. \quad 5 \\ 5 \\ + 5 \\ \hline \end{array}$$

$$\begin{array}{r} 13. \quad 3 \\ 5 \\ + 2 \\ \hline \end{array}$$

$$\begin{array}{r} 14. \quad 2 \\ 6 \\ + 4 \\ \hline \end{array}$$

$$\begin{array}{r} 15. \quad 9 \\ 9 \\ + 1 \\ \hline \end{array}$$

$$\begin{array}{r} 16. \quad 1 \\ 2 \\ + 8 \\ \hline \end{array}$$



Write the missing addends. Add.

$$\begin{array}{r} 17. \quad \square \\ \square \\ + 3 \\ \hline \end{array} \begin{array}{l} \diagup \\ \diagdown \end{array} 8$$

$$\begin{array}{r} 18. \quad \square \\ 3 \\ + \square \\ \hline \end{array} \begin{array}{l} \diagup \\ \diagdown \end{array} 7$$

PROBLEM SOLVING REAL WORLD

Write Math

Draw a picture. Write the number sentence.

19. Maria has 3 cats. Jim has 2 cats.
Cheryl has 5 cats. How many
cats do they have?

$$\underline{\quad} + \underline{\quad} + \underline{\quad} = \underline{\quad} \text{ cats}$$



20. Tony sees 5 small turtles.
He sees 0 medium turtles.
He sees 4 big turtles.
How many turtles does he see?

$$\underline{\quad} + \underline{\quad} + \underline{\quad} = \underline{\quad} \text{ turtles}$$



21. **H.O.T.** Kathy sees 13 fish
in the tank. 6 fish are gold.
The rest are blue or red.
How many of each could
she see?

$$\underline{\quad} + \underline{\quad} + 6 = 13 \text{ fish}$$



22. **★ Test Prep** What is the sum of $7 + 4 + 3$?

7



13



14



15



TAKE HOME ACTIVITY • Have your child look at Exercise 21. Have your child tell you how he or she decided which numbers to use. Have him or her tell you two new numbers that would work.

Name _____

Problem Solving • Use Addition Strategies

Essential Question How do you solve addition word problems by drawing a picture?

PROBLEM SOLVING Lesson 3.12

COMMON CORE STANDARD CC.1.OA.2

Represent and solve problems involving addition and subtraction.

Megan put 8 fish in the tank. Tess put in 2 more fish. Then Bob put in 3 more fish.
How many fish are in the tank now?



Unlock the Problem

REAL

WORLD

What do I need to find?

how many _____ fish _____
are in the tank

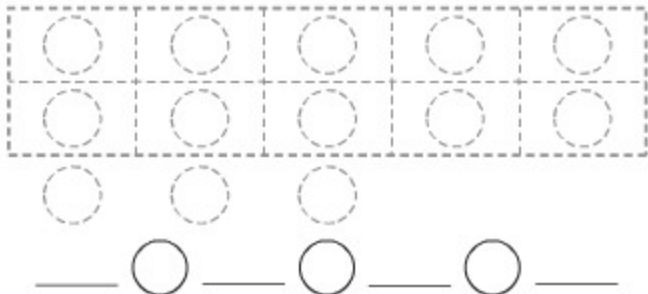
What information do I need to use?

Megan put in 8 fish.

Tess put in 2 fish.

Bob put in 3 fish.

Show how to solve the problem.



_____ fish



HOME CONNECTION • Your child will continue to use this chart throughout the year to help him or her unlock the problem. In this lesson, your child used the strategy draw a picture to solve problems.

Try Another Problem

Draw a picture to solve.

1. Mark has 9 green toy cars.
He has 1 yellow toy car.
He also has 5 blue toy cars.
How many toy cars does he have?

- What do I need to find?
- What information do I need to use?



___ ○ ___ ○ ___ ○ ___

___ toy cars

Math Talk

Explain how make a ten helps you solve the problem.



Share and Show

Draw a picture to solve.

2. Ken put 5 pennies in a jar. Lou put in 0 pennies. Mae put in 5 pennies. How many pennies did they put in the jar?



___ ○ ___ ○ ___ ○ ___

___ pennies

3. Ava has 3 kites. Lexi has 3 kites. Fred has 5 kites. How many kites do they have?



___ ○ ___ ○ ___ ○ ___

___ kites

4. Al got 8 books at the library. Ryan got 7 books. Dee got 1 book. How many books do they have?



___ ○ ___ ○ ___ ○ ___

___ books

5. Haley has 6 pencils. Mac has 4 pencils. Sid has 4 pencils. How many pencils do they have?



___ ○ ___ ○ ___ ○ ___

___ pencils

On Your Own

Solve. Draw or write to show your work.

Write
Math

6. Kevin has 15 baseball cards. He gives away 8 baseball cards. How many baseball cards does he have?



_____ baseball cards

7. Pete sends 4 letters. Then he sends 3 more letters. Then he sends 2 more letters. How many letters did Pete send?



_____ letters

8. **H.O.T.** 12 marbles are in a bag. Shelly takes 3 marbles. Dan puts in 4. How many marbles are in the bag now?

_____ marbles

9. **★ Test Prep** Brooke has 7 pink shells, 8 white shells, and 3 brown shells. How many shells does she have?



10 shells



11 shells



15 shells



18 shells



TAKE HOME ACTIVITY • Ask your child to look at Exercise 8 and tell how he or she found the answer.

Chapter 3 Review/Test

Vocabulary

Match each fact to a strategy you would use to solve.

- | | |
|-------------------|-------------------------------------|
| 1. $5 + 5 = 10$ • | • count on (p. 102) |
| 2. $5 + 2 = 7$ • | • doubles (p. 106) |
| 3. $5 + 4 = 9$ • | • doubles plus one (p. 114) |
| 4. $5 + 6 = 11$ • | • doubles minus one (p. 114) |

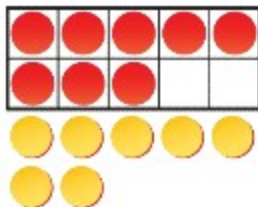
Concepts and Skills

Use ● and ● and a ten frame. Show both addends.

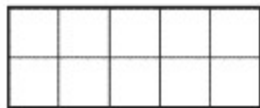
Draw to make a ten. Then write the new fact. Add. (CC.1.OA.6)

5.

$$\begin{array}{r} 8 \\ + 7 \\ \hline \end{array}$$



$$\begin{array}{r} \square \\ + \square \\ \hline \square \end{array}$$



Look at the ■ ■ ■. Complete the addition sentences showing two ways to find the sum. (CC.1.OA.3)

6. $3 + 4 + 5 = \underline{\quad}$



$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

7. Rick has 10 shells.
He finds 4 more shells.
How many shells does
Rick have now? (CC.1.OA.6)

5 shells



6 shells



10 shells



14 shells



8. Which number sentence
matches the model? (CC.1.OA.5)



$8 + 3 = 11$



$8 + 4 = 12$



$12 - 3 = 9$



$11 - 4 = 7$



9. What is the
sum? (CC.1.OA.5)

$$\begin{array}{r} 2 \\ + 9 \\ \hline \end{array}$$

9



10



11



12



10. Which doubles fact does
the model show? (CC.1.OA.6)



$2 + 2 = 4$



$3 + 3 = 6$



$4 + 4 = 8$



$5 + 5 = 10$



11. What is the sum of the doubles minus one fact? (CC.1.OA.6)

$$\begin{array}{r} 8 \\ + 7 \\ \hline \end{array}$$

13

☐

14

☐

15

☐

16

☐

12. What is the missing sum? (CC.1.OA.6)

Count On 3	
$6 + 3 =$	9
$7 + 3 =$	10
$8 + 3 =$	_____

13

☐

12

☐

11

☐

10

☐

13. Which shows the same addends in a different order? (CC.1.OA.3)

$$\begin{array}{r} 8 \\ + 5 \\ \hline 13 \end{array}$$

$$\begin{array}{r} 8 \\ - 5 \\ \hline 3 \end{array}$$

☐

$$\begin{array}{r} 13 \\ - 5 \\ \hline 8 \end{array}$$

☐

$$\begin{array}{r} 8 \\ + 5 \\ \hline 13 \end{array}$$

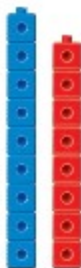
☐

$$\begin{array}{r} 5 \\ + 8 \\ \hline 13 \end{array}$$

☐

14. Which shows how to use doubles to solve $9 + 8$?

(CC.1.OA.6)



$$8 + 8 + 8$$

☐

$$1 + 8 + 8$$

☐

$$8 + 8 + 9$$

☐

$$8 + 1 + 9$$

☐

Performance Task (CC.1.OA.3, CC.1.OA.6)

Ben chooses 3 addends and finds the sum.
He uses the following strategies.

- Add 3 numbers.
- Add doubles.
- Make a 10 to add.
- Add in any order.

Show 3 addends Ben may choose. Solve.
Use numbers, pictures, or words to explain.

Show your work.

Subtraction Strategies

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Curious About Math with

**Curious
George**

Six little chicks are on the fence. Two chicks hop away. How many are left?



Show What You Know**Model Subtraction**

Use to show each number.

Take away. Write how many are left.

1.



5 take away 2

2.



3 take away 1

Use Symbols to Subtract

Use the picture. Write the subtraction sentence.

3.


 _____ ○ _____ ○ _____

4.


 _____ ○ _____ ○ _____
Subtract All or Zero

Write how many are left.

5.



$$3 - 0 = \underline{\quad}$$

6.



$$4 - 4 = \underline{\quad}$$



Family note: This page checks your child's understanding of important skills needed for success in Chapter 4.



Assessment Options
Soar to Success Math

Vocabulary Builder**Visualize It**

Complete the chart.

Mark each row with a ✓.

Review Words

difference

subtract

subtraction

sentence

take away

Word	I Know	Sounds Familiar	I Do Not Know
difference			
subtract			
subtraction			
sentence			
take away			

Understand Vocabulary

Complete the sentences with review words.

1. 3 is the _____ for $5 - 2 = 3$.2. $7 - 4 = 3$ is a _____.3. You _____ to solve $5 - 1$.4. You can _____ 2  from 6 .

Count Back**Essential Question** How can you count back 1, 2, or 3?

COMMON CORE STANDARD CC.1.OA.5

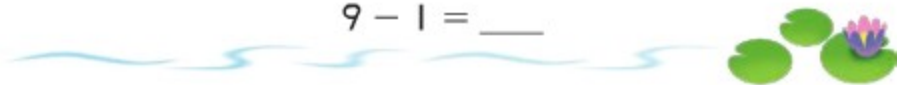
Add and subtract within 20.

Listen and Draw

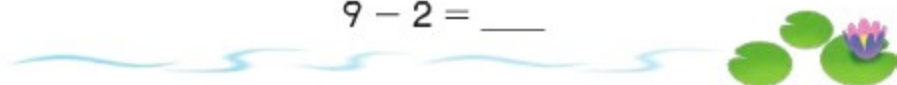
Start at 9. Count back to find the difference.



$$9 - 1 = \underline{\quad}$$



$$9 - 2 = \underline{\quad}$$



$$9 - 3 = \underline{\quad}$$

Math Talk
 Explain why you count backward to find the difference.



MATHEMATICAL PRACTICES



HOME CONNECTION • Your child counted back to find the difference. Counting back is a strategy that can be used to help learn subtraction facts.

Model and Draw

You can **count back** to subtract.

Use 8 
Count back 1 
The difference is 7.



$$8 - 1 = \underline{7}$$

Share and Show



Use .

Count back 1, 2, or 3 to subtract.

Write the difference.

1. $5 - 1 = \underline{\quad}$

2. $\underline{\quad} = 5 - 2$

3. $6 - 1 = \underline{\quad}$

4. $\underline{\quad} = 6 - 3$

5. $7 - 2 = \underline{\quad}$

6. $\underline{\quad} = 7 - 3$

7. $10 - 1 = \underline{\quad}$

8. $\underline{\quad} = 10 - 2$

9. $12 - 3 = \underline{\quad}$

10. $\underline{\quad} = 8 - 2$

 11. $4 - 3 = \underline{\quad}$

 12. $\underline{\quad} = 9 - 1$

Name _____

On Your Own

Count back 1, 2, or 3.
Write the difference.



13. $9 - 3 = \underline{\quad}$

14. $\underline{\quad} = 5 - 3$

15. $6 - 3 = \underline{\quad}$

16. $7 - 2 = \underline{\quad}$

17. $\underline{\quad} = 10 - 1$

18. $8 - 1 = \underline{\quad}$

19. $5 - 2 = \underline{\quad}$

20. $\underline{\quad} = 8 - 3$

21. $11 - 3 = \underline{\quad}$

22. $7 - 1 = \underline{\quad}$

23. $\underline{\quad} = 9 - 1$

24. $6 - 2 = \underline{\quad}$

25. $4 - 1 = \underline{\quad}$

26. $\underline{\quad} = 7 - 2$

27. $3 - 1 = \underline{\quad}$

28. $12 - 3 = \underline{\quad}$

29. $\underline{\quad} = 11 - 2$

30. $10 - 2 = \underline{\quad}$

31. $3 - 2 = \underline{\quad}$

32. $\underline{\quad} = 4 - 2$

33. $9 - 2 = \underline{\quad}$

34. $8 - 2 = \underline{\quad}$

35. $\underline{\quad} = 10 - 3$

36. $7 - 3 = \underline{\quad}$

37.  Alex subtracts 3 from 10. What is a subtraction sentence he could write?

$\underline{\quad} \bigcirc \underline{\quad} \bigcirc \underline{\quad}$

PROBLEM SOLVING REAL WORLD

Write Math

Write a subtraction sentence to solve.

38. Paco has 11 train cars.
He puts 2 train cars on the track.
How many train cars are off
the track?



$$\underline{\quad} - \underline{\quad} = \underline{\quad} \text{ train cars}$$

39. **H.O.T.** Paco puts 1 more train car on
the track. How many train cars are off
the track now?

Look back at
Exercise 38 for
information to
solve.

$$\underline{\quad} - \underline{\quad} = \underline{\quad} \text{ train cars}$$

40. **★ Test Prep** Josh had 9 toy cars. He
gave some of them to Paul. Now Josh
has 7 toy cars. How many did he give
to Paul? Which subtraction sentence
answers the problem?

$7 - 2 = 5$	$8 - 1 = 7$	$9 - 1 = 8$	$9 - 2 = 7$
○	○	○	○



TAKE HOME ACTIVITY • Have your child show how to use the count back strategy to find the difference for $7 - 2$. Repeat with other problems to count back 1, 2, or 3 from 12 or less.

Name _____

HANDS ON Lesson 4.2

Think Addition to Subtract

Essential Question How can you use an addition fact to find the answer to a subtraction fact?

COMMON CORE STANDARD CC.1.OA.4

Understand and apply properties of operations and the relationship between addition and subtraction.

Listen and Draw

Use   to model the problem.

Draw   to show your work.

What is
 $12 - 5$?

$$5 + \underline{\quad} = 12$$

$$12 - 5 = \underline{\quad}$$



FOR THE TEACHER • Read the following problems. Joey had 5 cubes. Sarah gave him more cubes. Now Joey has 12 cubes. How many cubes did Sarah give him? Children use the top workspace to solve. Then have children solve this problem: Joey had 12 cubes. He gave Sarah 5 cubes. How many cubes does Joey have now?

Math Talk

Explain how

$5 + 7 = 12$ can help
you find
 $12 - 5$.



MATHEMATICAL
PRACTICES

Model and Draw

What is $9 - 4$?

Think

$$4 + \underline{\quad ? \quad} = 9$$



Think

$$4 + \underline{5} = 9$$

So

$$9 - 4 = \underline{5}$$

Share and Show



Use   to add and to subtract.

1. What is $8 - 6$?

Think $6 + \underline{\quad} = 8$

So $8 - 6 = \underline{\quad}$

2. What is $8 - 4$?

Think $4 + \underline{\quad} = 8$

So $8 - 4 = \underline{\quad}$

3. What is $10 - 4$?

Think $4 + \underline{\quad} = 10$

So $10 - 4 = \underline{\quad}$

4. What is $12 - 6$?

Think $6 + \underline{\quad} = 12$

So $12 - 6 = \underline{\quad}$

Name _____

On Your Own

Use   to add and to subtract.

5.
$$\begin{array}{r} 8 \\ - 3 \\ \hline ? \end{array}$$

Think

$$\begin{array}{r} 3 \\ + \square \\ \hline 8 \end{array}$$

So

$$\begin{array}{r} 8 \\ - 3 \\ \hline \end{array}$$



6.
$$\begin{array}{r} 9 \\ - 5 \\ \hline ? \end{array}$$

Think

$$\begin{array}{r} 5 \\ + \square \\ \hline 9 \end{array}$$

So

$$\begin{array}{r} 9 \\ - 5 \\ \hline \end{array}$$

7.
$$\begin{array}{r} 12 \\ - 7 \\ \hline ? \end{array}$$

Think

$$\begin{array}{r} 7 \\ + \square \\ \hline 12 \end{array}$$

So

$$\begin{array}{r} 12 \\ - 7 \\ \hline \end{array}$$

 **H.O.T.** Solve.

8. Carol can use an addition sentence to write a subtraction sentence. Write a subtraction sentence she can solve using $6 + 8 = 14$.

___ ○ ___ ○ ___

9. Write an addition sentence Carol can use to help her solve $13 - 9$.

___ ○ ___ ○ ___



PROBLEM SOLVING

REAL WORLD

Write a number sentence to solve.

10. There are 14 cats.
7 are black. The
rest are yellow.
How many yellow
cats are there?



___ ___ ___
___ yellow cats

11. I had some pencils.
I gave 4 pencils away.
Now I have 2 pencils.
How many pencils did
I start with?



___ ___ ___
___ pencils

12. **H.O.T.** Sarah has 8 fewer
flowers than Ann.
Ann has 16 flowers.
How many flowers
does Sarah have?



___ ___ ___
___ flowers

13. **★ Test Prep** Which addition sentence
helps you solve $10 - 7$?

$$3 + 4 = 7$$



$$5 + 5 = 10$$



$$7 + 3 = 10$$



$$6 + 4 = 10$$



TAKE HOME ACTIVITY • Write $5 + 4 = \underline{\quad}$ and ask your child to write the sum. Have him or her explain how to use $5 + 4 = 9$ to solve $\underline{\quad} - 4 = 5$ and then write the answer.

FOR MORE PRACTICE:
Standards Practice Book, pp. P75–P76

Name _____

Lesson 4.3

Use Think Addition to Subtract

Essential Question How can you use addition to help you find the answer to a subtraction fact?

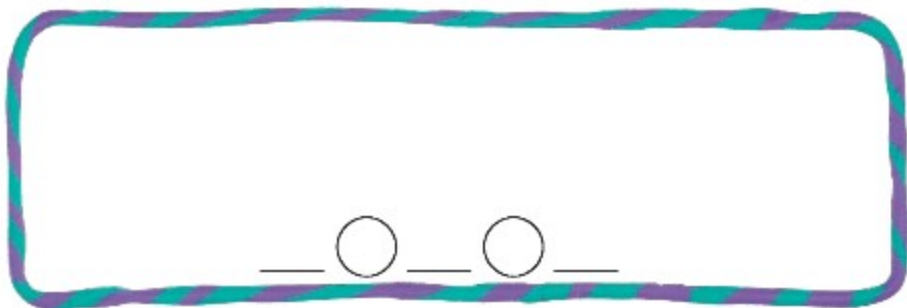
COMMON CORE STANDARD CC.1.OA.4

Understand and apply properties of operations and the relationship between addition and subtraction.

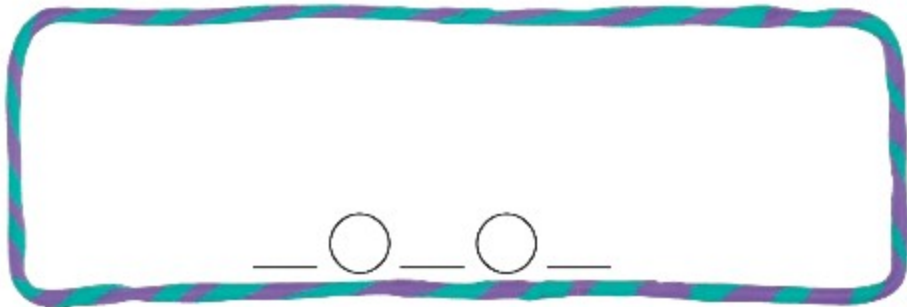
Listen and Draw

Use  . Draw to show your work.
Write the number sentences.

What is
 $10 - 3$?



_____ ○ _____ ○ _____



_____ ○ _____ ○ _____

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FOR THE TEACHER • Read the problem. Maria has 7 games. She gets 3 more. How many games does she have in all? Children use the top workspace to solve. Then have children solve this problem: Maria has 10 games. She gives 3 of them to her friends. How many games does she have left?

Math Talk

Do your answers
make sense?
Explain.



**MATHEMATICAL
PRACTICES**

Model and Draw

An addition fact can help you subtract.

What is $8 - 6$?

Use

$$\underline{6} + \underline{\quad} = 8$$

So

$$8 - 6 = \underline{\quad}$$



Share and Show



Think of an addition fact to help you subtract.

1. What is $9 - 6$?

Use

$$\underline{6} + \underline{\quad} = 9$$

So

$$9 - 6 = \underline{\quad}$$

2. What is $11 - 5$?

Use

$$\underline{\quad} + \underline{\quad} = 11$$

So

$$11 - 5 = \underline{\quad}$$

3. What is $10 - 8$?

Use

$$\underline{\quad} + \underline{\quad} = 10$$

So

$$10 - 8 = \underline{\quad}$$

4. What is $7 - 4$?

Use

$$\underline{\quad} + \underline{\quad} = 7$$

So

$$7 - 4 = \underline{\quad}$$

Name _____

On Your Own

Think of an addition fact to help you subtract.

$$\begin{array}{r} 5. \quad 16 \\ - 8 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ + \square \\ \hline 16 \end{array}$$

$$\begin{array}{r} 6. \quad 10 \\ - 6 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ + \square \\ \hline 10 \end{array}$$

$$\begin{array}{r} 7. \quad 7 \\ - 5 \\ \hline \end{array}$$

$$\begin{array}{r} 8. \quad 10 \\ - 5 \\ \hline \end{array}$$

$$\begin{array}{r} 9. \quad 8 \\ - 5 \\ \hline \end{array}$$

$$\begin{array}{r} 10. \quad 11 \\ - 6 \\ \hline \end{array}$$

$$\begin{array}{r} 11. \quad 13 \\ - 7 \\ \hline \end{array}$$

$$\begin{array}{r} 12. \quad 11 \\ - 4 \\ \hline \end{array}$$

$$\begin{array}{r} 13. \quad 14 \\ - 7 \\ \hline \end{array}$$

$$\begin{array}{r} 14. \quad 9 \\ - 3 \\ \hline \end{array}$$

$$\begin{array}{r} 15. \quad 11 \\ - 7 \\ \hline \end{array}$$

$$\begin{array}{r} 16. \quad 12 \\ - 7 \\ \hline \end{array}$$

17. **H.O.T.** Emil has 13 pencils in a cup. He takes some pencils out. There are 6 pencils left in the cup. How many pencils does he take out?



What addition fact can you use to solve this problem?

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

So, Emil takes out pencils.



TAKE HOME ACTIVITY • Ask your child to explain how the addition fact $8 + 6 = 14$ can help him or her to find $14 - 6$.

FOR MORE PRACTICE:
Standards Practice Book, pp. P77–P78

Mid-Chapter Checkpoint

Concepts and Skills

Count back 1, 2, or 3 to subtract.

Write the difference. (CC.1.OA.5)

1. $7 - 1 = \underline{\quad}$

2. $\underline{\quad} = 7 - 2$

3. $12 - 3 = \underline{\quad}$

4. $9 - 3 = \underline{\quad}$

5. $6 - 2 = \underline{\quad}$

6. $8 - 3 = \underline{\quad}$

7. $\underline{\quad} = 11 - 3$

8. $5 - 2 = \underline{\quad}$

Use   to add and to subtract. (CC.1.OA.4)

9.
$$\begin{array}{r} 11 \\ - 5 \\ \hline ? \end{array}$$

Think

$$\begin{array}{r} 5 \\ + \square \\ \hline 11 \end{array}$$

So

$$\begin{array}{r} 11 \\ - 5 \\ \hline \end{array}$$

10.
$$\begin{array}{r} 14 \\ - 7 \\ \hline ? \end{array}$$

Think

$$\begin{array}{r} 7 \\ + \square \\ \hline 14 \end{array}$$

So

$$\begin{array}{r} 14 \\ - 7 \\ \hline \end{array}$$

★ Test Prep

11. Which subtraction sentence can you solve by using $3 + 9 = 12$? (CC.1.OA.6)

$9 - 3 = \underline{\quad}$	$10 - 3 = \underline{\quad}$	$12 - 6 = \underline{\quad}$	$12 - 3 = \underline{\quad}$
			

Name _____

Use 10 to Subtract

Essential Question How can you make a ten to help you subtract?

HANDS ON Lesson 4.4

COMMON CORE STANDARD CC.1.OA.6

Add and subtract within 20.

Listen and Draw



Use ● to show the problem.
Draw to show your work.

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FOR THE TEACHER • Read the following problem.
Austin puts 9 red counters in the first ten frame.
Then he puts 1 yellow counter in the ten frame.
How many more yellow counters does Austin need to make 15?

Math Talk

Explain how your drawing can help you solve $15 - 9$.



MATHEMATICAL PRACTICES

Model and Draw

You can make a ten to help you subtract.

$$13 - 9 = \underline{\quad ? \quad}$$

Start at 9.

Count up 1
to make 10.



Count up 3
more to 13.



You counted up 4.

$$13 - 9 = \underline{\quad}$$

$$17 - 8 = \underline{\quad ? \quad}$$

Start at 8.

Count up 2
to make 10.



Count up 7
more to 17.



You counted up 9.

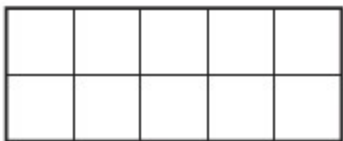
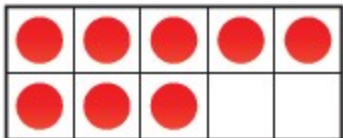
$$17 - 8 = \underline{\quad}$$

Share and Show



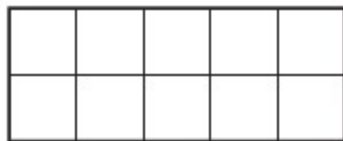
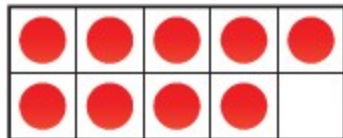
Use ● and ten frames. Make a ten to subtract.
Draw to show your work.

1. $12 - 8 = \underline{\quad ? \quad}$



$$12 - 8 = \underline{\quad}$$

2. $11 - 9 = \underline{\quad ? \quad}$



$$11 - 9 = \underline{\quad}$$

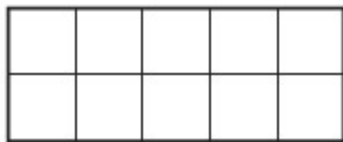
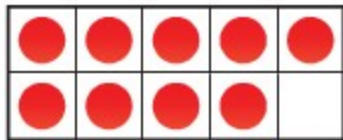
Name _____

On Your Own

Use  and ten frames. Make a ten to subtract. Draw to show your work.

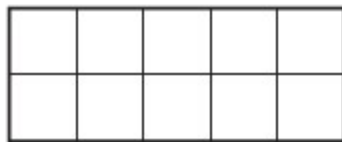
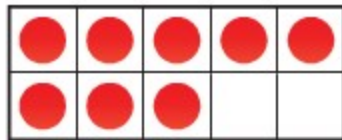


3. $14 - 9 = \underline{\quad ? \quad}$



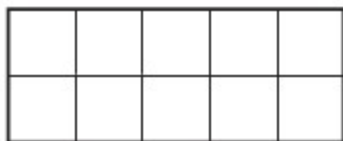
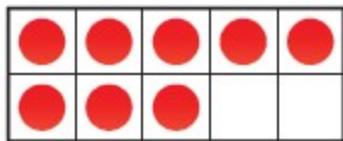
$$14 - 9 = \underline{\quad}$$

4. $11 - 8 = \underline{\quad ? \quad}$



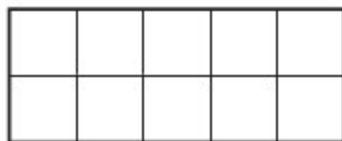
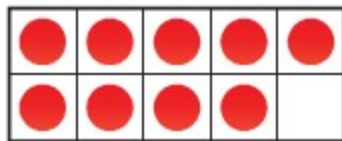
$$11 - 8 = \underline{\quad}$$

5. $15 - 8 = \underline{\quad ? \quad}$



$$15 - 8 = \underline{\quad}$$

6. $17 - 9 = \underline{\quad ? \quad}$



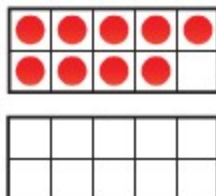
$$17 - 9 = \underline{\quad}$$

PROBLEM SOLVING REAL WORLD

Write Math

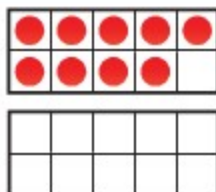
Solve. Use the ten frames to make a ten to help you subtract.

7. Alice has 18 beads. 9 are red and the rest are yellow.
How many beads are yellow?



_____ yellow beads

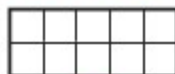
8. **H.O.T.** John had some stickers. He gave 9 to April. Then he had 7. How many stickers did John start with?



_____ stickers

9. **★ Test Prep** Which shows a way to make a ten to subtract?

$$15 - 8 = \underline{\quad ? \quad}$$



☐



☐



☐



☐



TAKE HOME ACTIVITY • Ask your child to explain how he or she solved Exercise 7.

Name _____

Lesson 4.5

Break Apart to Subtract

Essential Question How do you break apart a number to subtract?

COMMON CORE STANDARD CC.1.OA.6

Add and subtract within 20.

Listen and Draw



Use ● to solve each problem.
Draw to show your work.

_____ pennies

_____ pennies



FOR THE TEACHER • Read the following problem. Tom had 14 pennies. He gave 4 pennies to his sister. How many pennies does Tom have now? Have children use the top workspace to solve. Then read this part of the problem: Then Tom gave 2 pennies to his brother. How many pennies does Tom have left?

Math Talk

How many pennies did Tom give away altogether?

Explain.



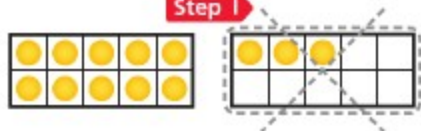
Model and Draw

Think about ten to find $13 - 4$.
Place 13 counters in two ten frames.

How many do you subtract to get to 10?

Subtract 3 to get to 10.

Step 1



How many more to subtract 4?

Then subtract 1 more.

Step 2



$$\begin{array}{r} 13 - 3 = 10 \\ 10 - 1 = 9 \end{array}$$

So, $13 - 4 = 9$.

Share and Show



Subtract.

1. What is $15 - 7$?

Step 1



Step 2



$$\begin{array}{r} 15 - 7 = 8 \end{array}$$

So, $15 - 7 = 8$.

THINK

What is the best way to break apart the 7?

Name _____

On Your Own

Subtract.

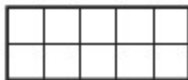


2. What is $14 - 6$?

Step 1



Step 2



$$\frac{1}{2} \times \frac{1}{2} = \frac{1}{4}$$

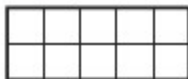
So, $14 - 6 = \underline{\hspace{2cm}}$.

3. What is $16 - 7$?

Step 1



Step 2



So, $\frac{1}{2} - \frac{1}{4} = \frac{1}{4}$.

PROBLEM SOLVING

REAL WORLD

Write Math

Use the ten frames.

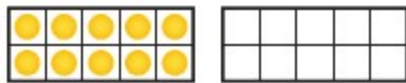
Write a number sentence to solve.

4. **H.O.T.** There are 14 sheep in the herd.
5 sheep run away. How many sheep are left in the herd?

Step 1



Step 2

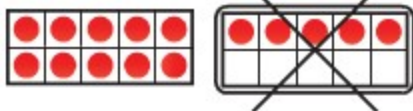


___ ○ ___ ○ ___

_____ sheep

5. **★ Test Prep** Which way shows how to make a ten to solve $15 - 6$?

Step 1



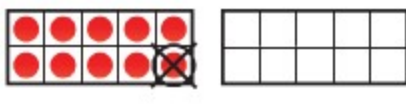
$$15 - 5$$

○

$$10 - 5$$

○

Step 2



$$15 - 5 - 1$$

○

$$10 - 5 - 1$$

○



TAKE HOME ACTIVITY • Ask your child to explain how they solved Exercise 4.

Name _____

PROBLEM SOLVING

Lesson 4.6

Problem Solving • Use Subtraction Strategies

Essential Question How can acting out a problem help you solve the problem?

COMMON CORE STANDARD CC.1.OA.1

Represent and solve problems involving addition and subtraction.

Kyle had 13 hats. He gave 5 hats to Jake.
How many hats does Kyle have now?



What do I need to find?

how many hats

Kyle has now

What information do I need to use?

Kyle had 13 hats.

Kyle gave 5 to Jake.

Show how to solve the problem.

Step 1

Step 2

Kyle has 8 hats now.



HOME CONNECTION • Your child used counters to act out the subtraction story. The graphic organizer helps your child analyze the information given in the problem.

Try Another Problem

Act it out to solve. Draw to show your work.

1. Heather has 14 crackers.
Some crackers are broken.
8 crackers are not broken. How
many crackers are broken?

- What do I need to find?
- What information do I need to use?



$$14 - \square = 8$$

_____ crackers are broken.

Math Talk

Explain how you can show how many crackers are broken.



MATHEMATICAL PRACTICES

Share and Show

Act it out to solve. Draw to show your work.

2. Phil had some stickers.
He lost 7 stickers.
Now he has 9 stickers.
How many stickers
did Phil start with?



$$\square - 7 = 9$$

Phil started with ____ stickers.

3. Hillary has 9 dolls.
Abby has 15 dolls.
How many fewer
dolls does Hillary
have than Abby?



$$15 - 9 = \square$$

Hillary has ____ fewer dolls.

4. Sid had 12 pennies.
He tossed some into a
fountain. He has 5 left.
How many pennies did he
toss in the fountain?



$$12 - \square = 5$$

Sid tossed ____ pennies.

5. Cami has 13 apples.
Some are green and
some are red. She
has 8 red apples.
How many apples
are green?



$$13 - \square = 8$$

____ apples are green.

On Your Own

Choose a way to solve. Draw or write to explain.

6. 10 frogs are in the tree.
3 more frogs jump into the tree.
Then 4 frogs jump out of the tree. How many frogs are in the tree now?



_____ frogs

7. There are 9 more turtles in the water than on a log. 13 turtles are in the water. How many turtles are on a log?



_____ turtles

8. **H.O.T.** Choose a number to fill in the blank. Solve.
10 dogs are at the park.

_____ dogs are brown.
The rest have black spots. How many dogs have black spots?



_____ dogs

9. **★ Test Prep** Cheryl has 14 flowers. She gives some away. She has 8 left. How many flowers does she give away?

9



8



7



6



TAKE HOME ACTIVITY • Tell your child a subtraction story. Ask your child to use small objects to act out the problem to solve it.



Chapter 4 Review/Test

Vocabulary

1. Which fact do you use
count back to solve?
Circle it. (p.154)

$8 - 2 = \underline{\quad}$

$1 + 7 = \underline{\quad}$

Concepts and Skills

Use ● to solve.

Draw to show your work. (CC.1.OA.5)

2. What is $12 - 3 = \underline{\quad}$?

$12 - 3 = \underline{\quad}$

Count back 1, 2, or 3 to subtract.

Write the difference. (CC.1.OA.5)

3. $\underline{\quad} = 7 - 3$

4. $10 - 2 = \underline{\quad}$

5. $10 - 1 = \underline{\quad}$

6. $\underline{\quad} = 8 - 2$

7. $\underline{\quad} = 9 - 2$

8. $11 - 3 = \underline{\quad}$

9. $6 - 2 = \underline{\quad}$

10. $\underline{\quad} = 4 - 1$

11. What is $11 - 5$? (CC.1.OA.4)

Think $5 + \underline{\quad} = 11$

So $11 - 5 = \underline{\quad}$

3 4 5 6
☐ ☐ ☐ ☐

12. Which addition fact helps solve this subtraction fact?

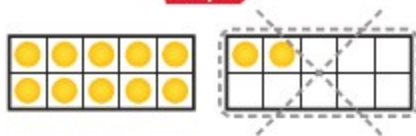
(CC.1.OA.4)

$$\begin{array}{r} 14 \\ - 6 \\ \hline \end{array}$$

$\begin{array}{r} 6 \\ + 6 \\ \hline 12 \end{array}$ $\begin{array}{r} 7 \\ + 7 \\ \hline 14 \end{array}$ $\begin{array}{r} 8 \\ + 6 \\ \hline 14 \end{array}$ $\begin{array}{r} 8 \\ + 9 \\ \hline 17 \end{array}$
☐ ☐ ☐ ☐

13. What subtraction sentence does the model show? (CC.1.OA.6)

Step 1



$$12 - 3 = 9$$

☐

$$10 - 3 = 7$$

☐

Step 2



$$10 - 1 = 9$$

☐

$$12 - 2 = 10$$

☐

14. Which shows a way to make a ten to subtract? (CC.1.OA.6)

$$13 - 9 = \underline{\quad ? \quad}$$



○

○

○

○

15. Adam had 12 crackers. He ate some. He has 5 left. Which shows a way to find how many crackers Adam ate? (CC.1.OA.1)

○ $12 - \square = 5$

○ $12 - 2 = \square$

○ $10 - 5 = \square$

○ $2 + \square = 5$

16. Elsa had some marbles. She gave 9 marbles away. Now she has 9 marbles. How many marbles did Elsa start with? (CC.1.OA.1)

0 9 18 19

○

○

○

○

Performance Task (CC.1.OA.1, CC.1.OA.5, CC.1.OA.8)

Shantel solves a subtraction problem.
She uses the following clues.

- The difference is 4.
- You can count back 1, 2, or 3.
- Use addition to help you subtract.
- Complete the subtraction sentence
 $\underline{\quad} - \underline{\quad} = 4$.

Show a subtraction problem
Shantel may solve.
Use numbers, pictures, or words.

Show your work.



Addition and Subtraction Relationships

© Image courtesy of the University of Maryland System. During the American Revolution, the Liberty Bell was used to call citizens to the assembly. The image is a photograph of the Liberty Bell in the foreground, with the Independence Hall building in the background.

Curious About Math with

Curious George

Children tap the Liberty Bell 4 times. Then they tap it 9 more times. How many times do they tap the bell in all?



Show What You Know**Add in Any Order**Use  . Color to match.

Write each sum.

1.



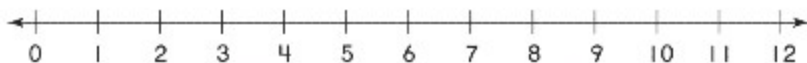
$1 + 3 = \underline{\hspace{2cm}}$



$3 + 1 = \underline{\hspace{2cm}}$

Count On

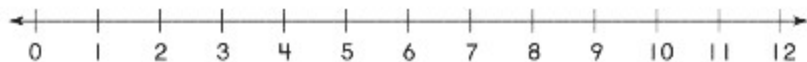
Use the number line to add. Write each sum.



2. $6 + 3 = \underline{\hspace{2cm}}$ 3. $7 + 1 = \underline{\hspace{2cm}}$ 4. $8 + 2 = \underline{\hspace{2cm}}$

Count Back

Use the number line to subtract. Write each difference.



5. $11 - 2 = \underline{\hspace{2cm}}$ 6. $8 - 3 = \underline{\hspace{2cm}}$ 7. $9 - 1 = \underline{\hspace{2cm}}$



Family note: This page checks your child's understanding of important skills needed for success in Chapter 5.



Assessment Options
Soar to Success Math

Vocabulary Builder**Review Words**

add
addition fact
difference
subtract
subtraction fact
sum

Visualize It

Sort the review words from the box.

Addition Words

Subtraction Words

Understand Vocabulary

Follow the directions.

1. Write an addition fact.

2. What is the sum?

3. Write a subtraction fact.

4. What is the difference?

Add to Subtract
Bingo**Materials** • 16

$$\begin{array}{r} 5 + 3 \\ \hline \end{array}$$

• 16

$$\begin{array}{r} 8 - 3 \\ \hline \end{array}$$

• 18



Play with a partner.

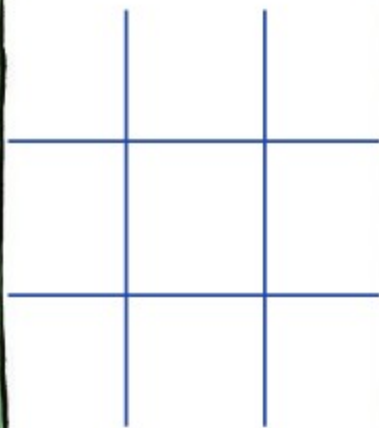
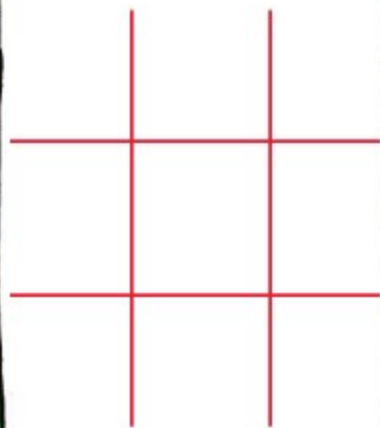
Each player picks  or .

- 1 Mix the addition cards. Each player gets 8 cards. Show your cards faceup.
- 2 Put the subtraction cards in a pile facedown.

- 3 Take a subtraction card. Do you have the addition fact that helps you subtract?
- 4 If so, put the cards together and cover a space with a . If not, you lose a turn.
- 5 The first player to cover 3 spaces in a row wins.

Game 1

Game 2



Name _____

Problem Solving • Add or Subtract

Essential Question How can making a model help you solve a problem?

PROBLEM SOLVING Lesson 5.1

COMMON CORE STANDARD CC.1.OA.1
Represent and solve problems involving addition and subtraction.

Nicole sees 16 turtles on the beach.
Some turtles swim away. There are
9 turtles still on the beach. How many
turtles swim away?



Unlock the Problem

REAL

WORLD

What do I need to find?

how many
swim away

_____ turtles _____

What information do I need to use?

16 turtles

? swim away

9 turtles still on the beach

Show how to solve the problem.



16



16 turtles _____ swim away 9 turtles still on the beach



HOME CONNECTION • Your child made a model to visualize the problem.
The model helps your child see what part of the problem to find.

Try Another Problem

Make a model to solve.

Use   to help you.

- What do I need to find?
- What information do I need to use?

1. There are 4 rabbits in the field.
Some more rabbits come.
Now there are 12 in all. How
many rabbits come to the field?



4 rabbits _____ rabbits come 12 rabbits in all

2. There are 14 birds in a tree.
Some birds fly away. There
are 9 birds still in the tree.
How many birds fly away?



14 birds _____ birds fly away 9 birds still in the tree

Math Talk

Explain how to
find the missing
number.



MATHEMATICAL
PRACTICES

Share and Show

Make a model to solve.



3. There are 20 ducks in the pond.
Then 10 ducks swim away.
How many ducks are still
in the pond?



20 ducks 10 swim away _____ ducks still in the pond

4. 3 eagles land in the trees.
Now 12 eagles are in the
trees. How many eagles
were in the trees to start?



_____ eagles 3 eagles land 12 eagles in all

5. 8 squirrels are in the park.
Some more squirrels come.
Now there are 16 squirrels.
How many squirrels come
to the park?



8 squirrels _____ squirrels come 16 squirrels altogether

On Your Own

Solve. Draw or write to show your work.



6. Liz picks 15 flowers.
7 are pink. The rest
are yellow. How
many are yellow?



_____ yellow flowers

7. Cindy has 14 sand dollars.
She has the same number
of large and small sand
dollars. Write a number
sentence about
the sand dollars.



_____ ○ _____ ○ _____

8. **H.O.T.** Sam has three
more books than Ed. Sam
has 8 books. How many
books does Ed have?

_____ books

9. **★ Test Prep** There are 13 fish in the tank.
Some fish swim behind the rock. There are
8 fish in front of the rock. How many
fish are behind the rock?

4



5



6



7



TAKE HOME ACTIVITY • Ask your child to look at Exercise 7 and use the number 18 as the total number. Then have your child write a number sentence.

Name _____

Record Related Facts

Essential Question How do related facts help you find missing numbers?

HANDS ON Lesson 5.2

COMMON CORE STANDARD CC.1.OA.6

Add and subtract within 20.

Listen and Draw



Listen to the problem.

Model with  . Draw  .

Write the number sentence.

$\underline{\quad} + \underline{\quad} = \underline{\quad}$

$\underline{\quad} - \underline{\quad} = \underline{\quad}$

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FOR THE TEACHER • Read the following problem for the left box. Colin has 7 crackers. He gets 1 more cracker. How many crackers does Colin have now? Then read the following for the right box. Colin has 8 crackers. He gives one to Jacob. How many crackers does Colin have now?

Math Talk

Explain how your model helps you write your number sentence.



Model and Draw

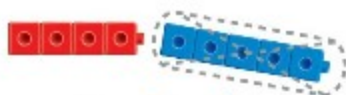
How can one model help you write four **related facts**?



$$4 + 5 = 9$$



$$5 + 4 = 9$$



$$9 - 5 = 4$$



$$9 - 4 = 5$$

Share and Show



Use  . Add or subtract.
Complete the related facts.

1.

$$8 + \square = 15$$

$$15 - 7 = \square$$

$$7 + 8 = \square$$

$$\square - \square = \square$$

2.

$$\square + 9 = 14$$

$$14 - \square = 5$$

$$9 + 5 = \square$$

$$\square - \square = \square$$

3.

$$7 + \square = 13$$

$$13 - 6 = \square$$

$$6 + 7 = \square$$

$$\square - \square = \square$$

Name _____

On Your Own

Use  . Add or subtract.
Complete the related facts.

4. $\square + 8 = 13$

$13 - \square = 5$

$8 + 5 = \square$

$\square - \square = \square$

5. $\square + 8 = 17$

$17 - \square = 9$

$8 + 9 = \square$

$\square - \square = \square$

6. $9 + \square = 15$

$\square - 6 = 9$

$6 + \square = 15$

$\square - \square = \square$

7.  Circle the number sentence that has a mistake.
Correct it to complete the related facts.

$7 + 9 = 16$

$16 + 9 = 7$

$9 + 7 = 16$

$16 - 7 = 9$

$\underline{\quad} \bigcirc \underline{\quad} \bigcirc \underline{\quad}$

PROBLEM SOLVING

Write
Math

8. **H.O.T.** Choose three numbers to make related facts. Choose numbers between 0 and 18. Write your numbers. Write the related facts.



_____	○	_____	○	_____
_____	○	_____	○	_____
_____	○	_____	○	_____
_____	○	_____	○	_____



9. **★ Test Prep** Which completes the related facts?

$9 + 8 = 17$

$17 - 8 = 9$

$8 + 9 = 17$

☐ $9 - 6 = 3$

☐ $17 - 8 = 9$

☐ $9 + 9 = 18$

☐ $17 - 9 = 8$



TAKE HOME ACTIVITY • Write an addition fact. Ask your child to write three other related facts.

Name _____

Lesson 5.3

Identify Related Facts

Essential Question How do you know if addition and subtraction facts are related?

COMMON CORE STANDARD CC.1.OA.6

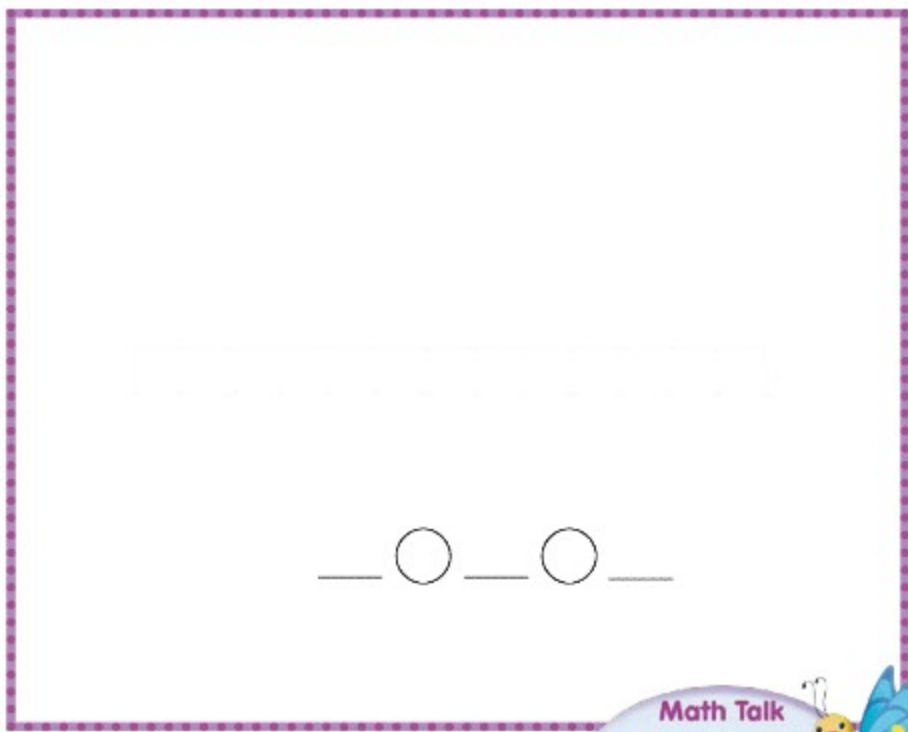
Add and subtract within 20.

Listen and Draw

Use   to show $4 + 9 = 13$.

Draw   to show a related subtraction fact.

Write the subtraction sentence.



___ ○ ___ ○ ___

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HOME CONNECTION • Your child has been learning how addition and subtraction facts are related. Have your child tell you the two related facts on this page.

Math Talk

Explain why your subtraction sentence is related to $4 + 9 = 13$.



MATHEMATICAL PRACTICES

Model and Draw

Use the pictures. What two facts can you write?



$$\underline{3} + \underline{9} = \underline{12}$$



$$\underline{12} - \underline{9} = \underline{3}$$



These are related facts.
If you know one of these
facts, you also know
the other fact.

Share and Show



Add and subtract.

Circle the related facts.

1. $6 + 4 = \underline{\quad}$

$10 - 4 = \underline{\quad}$

2. $\underline{\quad} = 9 + 8$

$\underline{\quad} = 17 - 8$

3. $9 + 5 = \underline{\quad}$

$9 - 5 = \underline{\quad}$

4. $8 + 7 = \underline{\quad}$

$15 - 7 = \underline{\quad}$

5. $\underline{\quad} = 9 + 2$

$\underline{\quad} = 9 - 2$

6. $6 + 3 = \underline{\quad}$

$12 - 3 = \underline{\quad}$

7. $4 + 8 = \underline{\quad}$

$12 - 8 = \underline{\quad}$

8. $\underline{\quad} = 7 + 6$

$\underline{\quad} = 13 - 6$

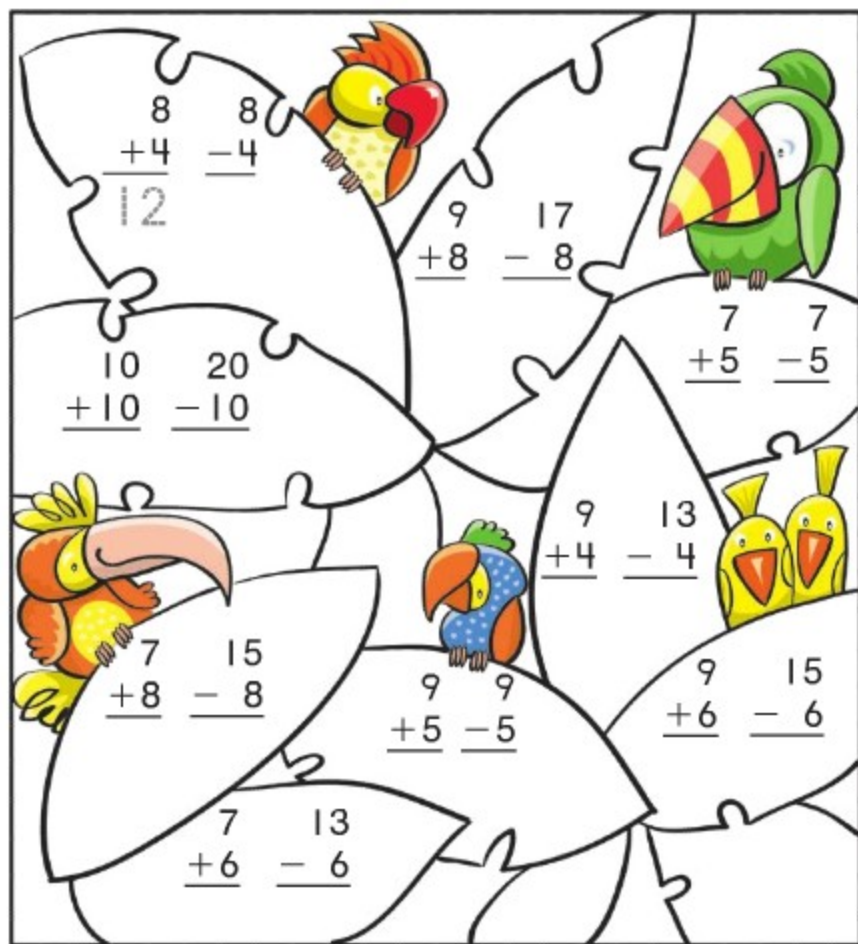
9. $9 + 9 = \underline{\quad}$

$18 - 9 = \underline{\quad}$

Name _____

On Your Own

10. Add and subtract. Color the leaves  that have related facts.



8 8
 $\begin{array}{r} +4 \\ \hline 12 \end{array}$ $\begin{array}{r} -4 \\ \hline \end{array}$

9 17
 $\begin{array}{r} +8 \\ \hline \end{array}$ $\begin{array}{r} -8 \\ \hline \end{array}$

10 20
 $\begin{array}{r} +10 \\ \hline \end{array}$ $\begin{array}{r} -10 \\ \hline \end{array}$

7 7
 $\begin{array}{r} +5 \\ \hline \end{array}$ $\begin{array}{r} -5 \\ \hline \end{array}$

7 15
 $\begin{array}{r} +8 \\ \hline \end{array}$ $\begin{array}{r} -8 \\ \hline \end{array}$

9 13
 $\begin{array}{r} +4 \\ \hline \end{array}$ $\begin{array}{r} -4 \\ \hline \end{array}$

9 9
 $\begin{array}{r} +5 \\ \hline \end{array}$ $\begin{array}{r} -5 \\ \hline \end{array}$

9 15
 $\begin{array}{r} +6 \\ \hline \end{array}$ $\begin{array}{r} -6 \\ \hline \end{array}$

7 13
 $\begin{array}{r} +6 \\ \hline \end{array}$ $\begin{array}{r} -6 \\ \hline \end{array}$

PROBLEM SOLVING

Write Math

Use the numbers to write related addition and subtraction sentences.



11. $\underline{\quad} \bigcirc \underline{\quad} \bigcirc \underline{\quad}$	$\underline{\quad} \bigcirc \underline{\quad} \bigcirc \underline{\quad}$
12. $\underline{\quad} \bigcirc \underline{\quad} \bigcirc \underline{\quad}$	$\underline{\quad} \bigcirc \underline{\quad} \bigcirc \underline{\quad}$
13. $\underline{\quad} \bigcirc \underline{\quad} \bigcirc \underline{\quad}$	$\underline{\quad} \bigcirc \underline{\quad} \bigcirc \underline{\quad}$

14. **H.O.T.** Which number can **not** be used to write related number sentences? Explain.



15. **★ Test Prep** Which subtraction fact is related to $6 + 8 = 14$?

- | | |
|------------------------------------|------------------------------------|
| ☐ $8 - 6 = 2$ | ☐ $14 - 9 = 5$ |
| ☐ $14 - 7 = 7$ | ☐ $14 - 8 = 6$ |



TAKE HOME ACTIVITY • Write 7, 9, 16, +, −, and = on separate slips of paper. Have your child use the slips of paper to show related facts.

Name _____

Lesson 5.4

Use Addition to Check Subtraction

Essential Question How can you use addition to check subtraction?

COMMON CORE STANDARD CC.1.OA.6

Add and subtract within 20.

Listen and Draw



Draw and write to solve the problem.

_____ ○ _____ ○ _____

_____ ○ _____ ○ _____



FOR THE TEACHER • Read the problem. Erin has 11 books. I borrow 4 of them. How many books does Erin still have? Allow children time to solve, using the top workspace. Then read this part of the problem: I give 4 books back to Erin. How many books does Erin have now?

Math Talk

Does Erin get all her books back? Use the number sentences to **explain** how you know.



MATHEMATICAL PRACTICES

Model and Draw

Why can you use addition to check subtraction?

You subtract one part from the whole. The difference is the other part.



$$\begin{array}{r} 15 \\ - 7 \\ \hline \boxed{8} \end{array} \quad \begin{array}{r} \boxed{8} \\ + 7 \\ \hline 15 \end{array}$$



When you add the parts, you get the same whole.

Share and Show



Subtract. Then add to check your answer.

1.

$$\begin{array}{r} 13 \\ - 7 \\ \hline \boxed{} \end{array} \quad \begin{array}{r} \boxed{} \\ + 7 \\ \hline \boxed{} \end{array}$$

2.

$$\begin{array}{r} 14 \\ - 5 \\ \hline \boxed{} \end{array} \quad \begin{array}{r} \boxed{} \\ + 5 \\ \hline \boxed{} \end{array}$$

3.

$$\begin{array}{r} 12 \\ - 5 \\ \hline \boxed{} \end{array} \quad \begin{array}{r} \boxed{} \\ + 5 \\ \hline \boxed{} \end{array}$$

4.

$$\begin{array}{r} 17 \\ - 9 \\ \hline \boxed{} \end{array} \quad \begin{array}{r} \boxed{} \\ + 9 \\ \hline \boxed{} \end{array}$$

Name _____

On Your Own

Subtract. Then add to check your answer.

5. $11 - 3 = \square$
 $\square + 3 = \square$

6. $13 - 9 = \square$
 $\square + 9 = \square$

7. $16 - 7 = \square$
 $\square + 7 = \square$

8. $14 - 8 = \square$
 $\square + 8 = \square$

9. $\square = 13 - 8$
 $\square = \square + 8$

10. $\square = 12 - 4$
 $\square = \square + 4$

H.O.T. Subtract to solve. Then add to check your answer.

11. Liam brings 15 cupcakes to the party. His friends eat all but 6 of them. How many cupcakes did they eat?

_____ cupcakes



$\begin{array}{r} \square \\ - \square \\ \hline \square \end{array}$	$\begin{array}{r} \square \\ + \square \\ \hline \square \end{array}$
---	---



TAKE HOME ACTIVITY • Write $11 - 7 = \square$ on a sheet of paper. Ask your child to find the difference and then write an addition sentence he or she can use to check the subtraction.



Mid-Chapter Checkpoint

Concepts and Skills

Use  . Add or subtract.

Complete the related facts. (CC.1.OA.6)

1. $\square + 8 = 14$

$14 - \square = 6$

$8 + 6 = \square$

$\square - \square = \square$

2. $7 + \square = 13$

$\square - 6 = 7$

$6 + \square = 13$

$\square - \square = \square$

Add and subtract. Circle the related facts. (CC.1.OA.6)

3. $9 + 3 = \underline{\quad}$

4. $7 + 8 = \underline{\quad}$

5. $\underline{\quad} = 6 + 5$

$9 - 3 = \underline{\quad}$

$15 - 8 = \underline{\quad}$

$\underline{\quad} = 6 - 5$

★ Test Prep

6. Which addition sentence can you use to check the subtraction? (CC.1.OA.6)

$11 - 2 = \square$

$9 + 2 = 11$ $6 + 2 = 8$

☐

☐

$2 + 7 = 9$ $2 + 2 = 4$

☐

☐

Name _____

Algebra • Missing Numbers

Essential Question How can you use a related fact to find a missing number?

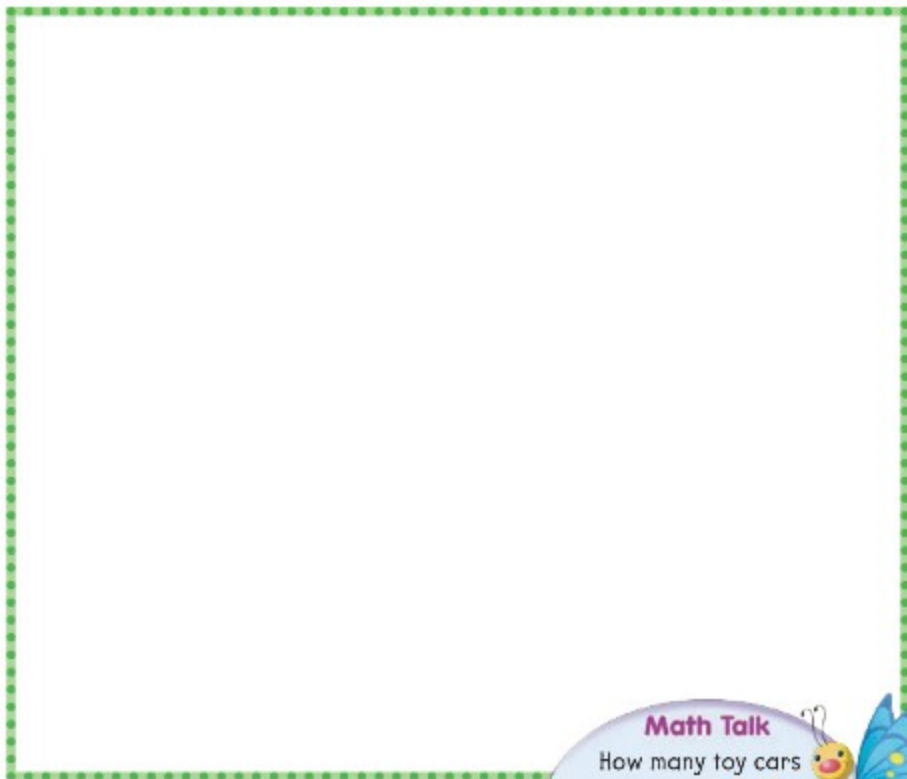
HANDS ON Lesson 5.5

COMMON CORE STANDARD CC.1.OA.8
Work with addition and subtraction equations.

Listen and Draw



Listen to the problem. Use   to show the story. Draw to show your work.



FOR THE TEACHER • Read the problem. Calvin has 7 toy cars that are red. He has some blue toy cars. He has 10 toy cars in all. How many blue toy cars does Calvin have?

Math Talk

How many toy cars are blue? **Explain** how you got your answer.



MATHEMATICAL PRACTICES

Model and Draw

What are the missing numbers?

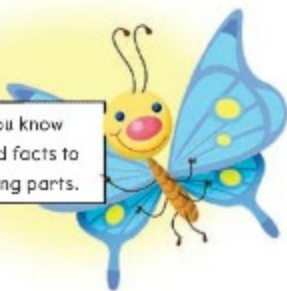


$$8 + \boxed{3} = 11$$



$$11 - 8 = \boxed{3}$$

Use what you know
about related facts to
find the missing parts.



Share and Show



Use   to find the missing numbers.
Write the numbers.

1. $8 + \boxed{} = 15$

$$15 - 8 = \boxed{}$$

2. $13 = 9 + \boxed{}$

$$\boxed{} = 13 - 9$$

3. $5 + \boxed{} = 14$

$$14 - 5 = \boxed{}$$

4. $14 = 6 + \boxed{}$

$$\boxed{} = 14 - 6$$

 5. $9 + \boxed{} = 16$

$$16 - 9 = \boxed{}$$

 6. $17 = 8 + \boxed{}$

$$\boxed{} = 17 - 8$$

Name _____

On Your Own

Write the missing numbers.

Use   if you need to.

HINT

Use a related fact to help you.

7. $7 + \square = 15$

$$15 - 7 = \square$$

8. $5 + \square = 11$

$$11 - 5 = \square$$

9. $\square + 10 = 20$

$$20 - 10 = \square$$

10. $\square + 9 = 16$

$$16 - 9 = \square$$

11. $\square = 9 + 9$

$$9 = \square - 9$$

12. $\square = 5 + 8$

$$5 = \square - 8$$



Solve.

13. Rick has 10 party hats.
He needs 19 hats for his
party. How many more
party hats does Rick need?

_____ party hats



PROBLEM SOLVING

REAL WORLD

Use cubes or draw a picture to solve.

14. Todd has 12 bunnies.

He gives 4 bunnies to his sister. How many bunnies does Todd have now?



_____ bunnies

15. Brad has 11 trucks.

Some are small trucks.

4 are big trucks. How many small trucks does he have?

	4
--	---



11

_____ small trucks

16. **H.O.T.** There are 15 children at the park. 6 of the children go home. Then 4 more children come to the park. How many children are in the park now?



_____ children

17. **★ Test Prep**

What is the missing number?

$$9 + \square = 18$$

8



9



10



11



TAKE HOME ACTIVITY • Have your child explain how using subtraction can help him or her find the missing number in $7 + \square = 16$.

Algebra • Use Related Facts

Essential Question How can you use a related fact to find a missing number?

COMMON CORE STANDARD CC.1.OA.8

Work with addition and subtraction equations.

Listen and Draw

What number can you add to 8 to get 10?

Draw a picture to solve. Write the missing number.

$$8 + \square = 10$$



HOME CONNECTION • Your child has been learning how to find missing numbers in number sentences using related addition or subtraction facts.

Math Talk

Describe how to solve this problem using cubes.

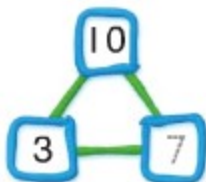


MATHEMATICAL PRACTICES

Model and Draw

You can use an addition fact to find a related subtraction fact.

Find $10 - 3$.



$$3 + \underline{7} = 10$$
$$10 - 3 = \underline{7}$$

I know that
 $3 + 7 = 10$, so
 $10 - 3 = 7$.

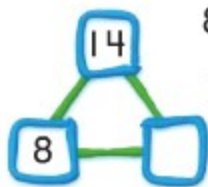


Share and Show



Write the missing numbers.

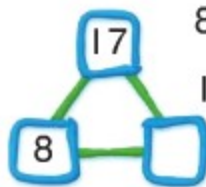
1. Find $14 - 8$.



$$8 + \underline{\quad} = 14$$

$$14 - 8 = \underline{\quad}$$

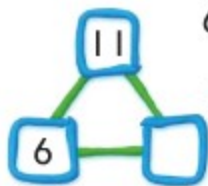
2. Find $17 - 8$.



$$8 + \underline{\quad} = 17$$

$$17 - 8 = \underline{\quad}$$

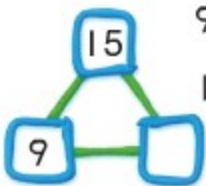
3. Find $11 - 6$.



$$6 + \underline{\quad} = 11$$

$$11 - 6 = \underline{\quad}$$

4. Find $15 - 9$.



$$9 + \underline{\quad} = 15$$

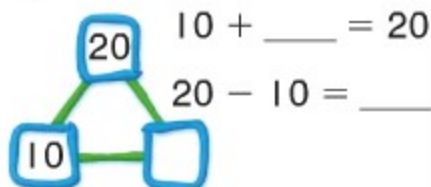
$$15 - 9 = \underline{\quad}$$

Name _____

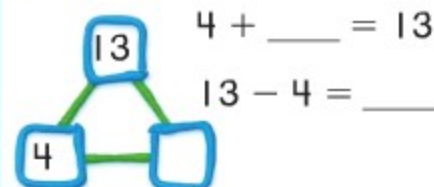
On Your Own

Write the missing numbers.

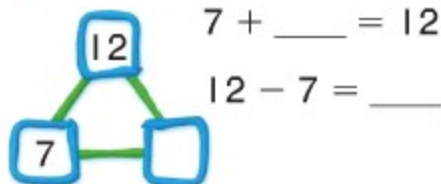
5. Find $20 - 10$.



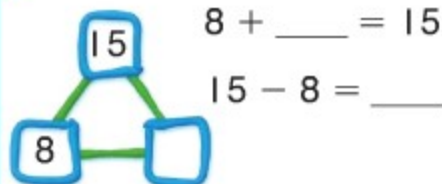
6. Find $13 - 4$.



7. Find $12 - 7$.



8. Find $15 - 8$.



H.O.T. Write an addition sentence to help you find the difference. Then write the related subtraction sentence to solve.

9. Find $11 - 5$.

$\underline{\quad} + \underline{\quad} = \underline{\quad}$

$\underline{\quad} - \underline{\quad} = \underline{\quad}$

10. Find $13 - 6$.

$\underline{\quad} = \underline{\quad} + \underline{\quad}$

$\underline{\quad} = \underline{\quad} - \underline{\quad}$

PROBLEM SOLVING

Write Math

Look at the shapes in the addition sentence.
Draw shapes to show a related subtraction fact.

11.



12.



13.



14.



15.



16. ★ **Test Prep** Which addition fact helps you solve $17 - 8$?

☐ $8 + 7 = 15$

☐ $9 + 8 = 17$

☐ $8 + 8 = 16$

☐ $9 + 9 = 18$



TAKE HOME ACTIVITY • Give your child 5 small objects, such as paper clips. Then ask your child how many more objects he or she would need to have 12 in all.

Name _____

Lesson 5.7

Choose an Operation

Essential Question How do you choose when to add and when to subtract to solve a problem?

COMMON CORE STANDARD CC.1.OA.1

Represent and solve problems involving addition and subtraction.

Listen and Draw



Listen to the problem. Use ● to solve.
Draw a picture to show your work.

_____ math games



FOR THE TEACHER • Read the following problem.
Kira has 16 computer games. There are 8 adventure games. The rest are math games. How many math games does Kira have?

Math Talk

How did you solve this problem?
Explain.



MATHEMATICAL PRACTICES

Model and Draw

Mary sees 8 squirrels. Jack sees 9 more squirrels than Mary. How many squirrels does Jack see?

Do you add or subtract to solve?

add

subtract

___ ○ ___ ○ ___

___ squirrels

Explain how you chose to solve the problem.



Share and Show



Circle **add** or **subtract**.

Write a number sentence to solve.

1. Hanna has 5 markers. Owen has 9 more markers than Hanna. How many markers does Owen have?

add

subtract

___ ○ ___ ○ ___

___ markers



2. Angel has 13 apples. He gives some away. Then there were 5 apples. How many apples does he give away?

add

subtract

___ ○ ___ ○ ___

___ apples



3. Deon has 18 blocks. He builds a house with 9 of the blocks. How many blocks does Deon have left?

add

subtract

___ ○ ___ ○ ___

___ blocks



Name _____

On Your Own

Circle **add** or **subtract**.

Write a number sentence to solve.

4. Rob sees 5 raccoons. Talia sees 4 more raccoons than Rob. How many raccoons do they see altogether?

add **subtract**



_____ raccoons

5. Eli has a box with 12 eggs. His other box has no eggs. How many eggs are in both boxes?

add **subtract**



_____ eggs

6. Leah has a bowl with 16 fish. Some fish have long tails. 7 fish have short tails. How many fish have long tails?

add **subtract**



_____ fish

7.  Sasha has 8 red apples. She has 3 fewer green apples than red apples. How many apples does she have in all?

add **subtract**



_____ apples

PROBLEM SOLVING

REAL

WORLD

Write
Math

Choose a way to solve.
Write or draw to explain.

8. James has 4 big markers and 7 skinny markers. How many markers does he have?



_____ markers

9. Sam has 9 baseball cards. She wants to have 17 cards. How many more cards does she need?



_____ more cards

10. **H.O.T.** Annie gets 15 pennies on Monday. She gets 1 more penny each day. How many pennies does she have on Friday?

_____ pennies

11. **★ Test Prep** There are 15 kittens. 6 kittens are black. The rest are white. Which number sentence shows how to find the number of white kittens?

- ☐ $10 + 5 = 15$ ☐ $9 - 6 = 3$
☐ $15 - 6 = 9$ ☐ $6 + 5 = 11$



TAKE HOME ACTIVITY • Ask your child to write a number sentence that could be used to solve Exercise 9.

Name _____

Algebra • Ways to Make Numbers to 20

Essential Question How can you add and subtract in different ways to make the same number?

HANDS ON Lesson 5.8

COMMON CORE STANDARD CC.1.OA.6

Add and subtract within 20.

Listen and Draw

Use  . Show two ways to make 10.
Draw to show your work.

Way One	Way Two
	

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HOME CONNECTION • Your child worked with making different numbers in various ways. This reinforces number fluency.

Math Talk

Explain how your models show two ways to make 10.



MATHEMATICAL PRACTICES

Model and Draw

How can you make the number 12 in different ways?

You can add or subtract to make 12.



12

$$\underline{6} + \underline{6}$$

$$\underline{5} + \underline{4} + \underline{3}$$

$$\underline{12} - \underline{0}$$

Share and Show



Use   . Write ways to make the number at the top.

1.

13
$\underline{\quad} + \underline{\quad}$
$\underline{\quad} - \underline{\quad}$
$\underline{\quad} + \underline{\quad} + \underline{\quad}$
$\underline{\quad} + \underline{\quad}$
$\underline{\quad} \bigcirc \underline{\quad}$

2.

10
$\underline{\quad} - \underline{\quad}$
$\underline{\quad} + \underline{\quad}$
$\underline{\quad} - \underline{\quad}$
$\underline{\quad} + \underline{\quad} + \underline{\quad}$
$\underline{\quad} \bigcirc \underline{\quad}$

Name _____

On Your Own

Use   . Write ways to make the number at the top.

3.

17
___ + ___ + ___
___ + ___
___ - ___
___ ○ ___

4.

14
___ + ___
___ + ___ + ___
___ - ___
___ ○ ___

5.

16
___ + ___
___ + ___ + ___
___ - ___
___ ○ ___

6.

18
___ + ___
___ + ___
___ + ___ + ___
___ ○ ___

 **H.O.T.** Choose a number. Write the number.
Write two ways to make your number.

7.

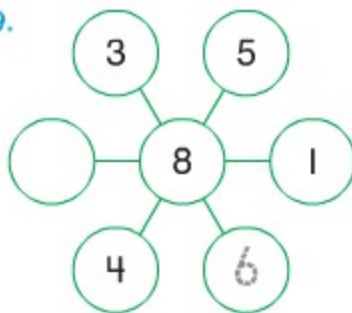
8.

PROBLEM SOLVING

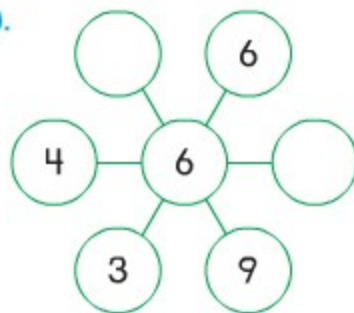
Write Math

Write numbers to make each line have the same sum.

9.

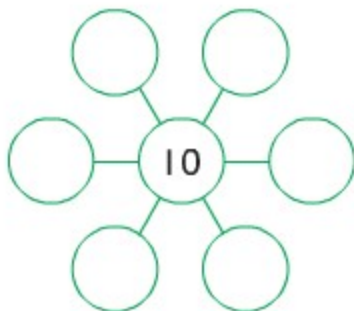


10.



11. **H.O.T.** Choose a number from 14 to 20 to be the sum. Write numbers to make each line have your sum.

sum for each line



12. **★ Test Prep** Which way makes 17?

$$8 + 7$$



$$7 + 8$$



$$10 - 7$$



$$10 + 4 + 3$$



TAKE HOME ACTIVITY • Have your child explain three different ways to make 15. Encourage him or her to use addition and subtraction, including addition of three numbers.

Algebra • Equal and Not Equal

Essential Question How can you decide if a number sentence is true or false?

COMMON CORE STANDARD CC.1.OA.7

Work with addition and subtraction equations.

Listen and Draw

Color the cards that make the same number.

$2 + 6$

$12 - 6$

$6 + 1$

$13 - 6$

$3 + 3 + 1$

$10 + 6$

$3 + 4$

$4 + 3$

$5 + 2 + 5$

$3 + 2 + 2$

$11 - 2$

$16 - 9$



FOR THE TEACHER • Have children color the cards that make the same number.

Math Talk

Explain why you can use two of the cards you color and an equal sign to make a number sentence.



MATHEMATICAL PRACTICES

Model and Draw

The equal sign means that both sides are the same.

Write a number to make each true.

$4 + 5 = 5 + 5$ is **not** true.
It is false.

$9 = \underline{9}$

$4 + 5 = \underline{\quad}$

$4 + 5 = \underline{\quad} + 4$

Share and Show



Which is true? Circle your answer.
Which is false? Cross out your answer.

THINK
Are both sides equal?



1.

$$7 = 8 - 1$$

$$1 + 2 = 3 + 2$$

2.

$$4 + 1 = 5 + 2$$

$$6 - 6 = 7 - 7$$

3.

$$7 + 2 = 6 + 3$$

$$8 - 2 = 6 + 4$$

4.

$$5 - 4 = 4 - 3$$

$$10 = 1 + 0$$

Name _____

On Your Own



Which are true? Circle your answers.

Which are false? Cross out your answers.

5. $1 + 9 = 9 - 1$ $8 + 1 = 2 + 7$ $19 = 19$

6. $8 = 5 + 3$ $8 + 5 = 5 + 8$ $6 + 2 = 4 + 4$

7. $9 + 7 = 16$ $16 - 9 = 9 + 7$ $9 - 7 = 7 + 9$

8. $12 - 3 = 9 - 0$ $11 = 1 + 5 + 5$ $10 = 8 - 2$

Write numbers to make sentences that are true.

9. $2 + 10 = 7 + \underline{\hspace{1cm}}$

10. $\underline{\hspace{1cm}} = 2 + 3 + 4$

11. $0 + 9 = \underline{\hspace{1cm}} - 9$

12. $\underline{\hspace{1cm}} + 7 = 7 + 6$

13. **H.O.T.**

$\underline{\hspace{1cm}} = \underline{\hspace{1cm}}$

14. **H.O.T.**

$\underline{\hspace{1cm}} + \underline{\hspace{1cm}} = \underline{\hspace{1cm}} + \underline{\hspace{1cm}}$

PROBLEM SOLVING REAL WORLD

Write Math

15. Which are true? Use
- 
- to color.

$20 = 20$	$9 + 1 + 1 = 11$	$8 - 0 = 8$
$12 = 1 + 2$	$10 + 1 = 1 + 10$	$7 = 14 + 7$
	$6 = 2 + 2 + 2$	
	$11 - 5 = 1 + 5$	
	$1 + 2 + 3 = 4 + 5$	

- 16.
- 
- Use the same numbers.
-
- Write a different number sentence
-
- that is true.

$$7 + 8 = 15$$

$$\underline{\quad} = \underline{\quad} \bigcirc \underline{\quad}$$

- 17.
- 
- Test Prep**
- Which
-
- makes the sentence true?

$$10 - 3 = 2 + \underline{\quad}$$

5

☐

6

☐

7

☐

8

☐

TAKE HOME ACTIVITY • Write $10 = 7 - 3$ and $10 = 7 + 3$ on a sheet of paper.
Ask your child to explain which is true.

Basic Facts to 20

Essential Question How can addition and subtraction strategies help you find sums and differences?

COMMON CORE STANDARD CC.1.OA.6

Add and subtract within 20.

Listen and DrawWhat is $2 + 8$?Use . Draw to show a strategy you can use to solve.

$$2 + 8 = \underline{\quad}$$

Math Talk

What other strategy could you use to solve the addition fact?



MATHEMATICAL PRACTICES



FOR THE TEACHER • Have children use two-color counters to model a strategy to solve the addition fact. Then have them draw a picture to show the strategy they used.

Model and Draw

Sam is reading a story that has 10 pages. He has read 4 pages. How many pages does he have left to read?



THINK

I can use a related addition fact to solve $10 - 4$.

What is $10 - 4$?

$$4 + \boxed{6} = 10$$

$$\text{So, } 10 - 4 = \underline{6}.$$

Share and Show



Add or subtract.

1. $2 + 5 = \underline{\quad}$

2. $9 - 6 = \underline{\quad}$

3. $\underline{\quad} = 9 + 3$

4. $15 - 7 = \underline{\quad}$

5. $3 - 1 = \underline{\quad}$

6. $\underline{\quad} = 2 + 6$

7. $2 + \boxed{\quad} = 11$

8. $10 - \boxed{\quad} = 2$

9. $8 = 8 + \boxed{\quad}$

10. $12 - 9 = \underline{\quad}$

11. $12 - 4 = \underline{\quad}$

12. $\underline{\quad} = 4 + 9$

13. $\boxed{\quad} + 8 = 13$

14. $\boxed{\quad} - 1 = 6$

15. $9 = \boxed{\quad} + 3$

16. $16 - 7 = \underline{\quad}$

17. $11 - 8 = \underline{\quad}$

18. $\underline{\quad} = 8 + 7$

Name _____

On Your Own

Add or subtract.



19.	$\begin{array}{r} 6 \\ + 0 \\ \hline \end{array}$	20.	$\begin{array}{r} 17 \\ - 8 \\ \hline \end{array}$	21.	$\begin{array}{r} 7 \\ + 4 \\ \hline \end{array}$	22.	$\begin{array}{r} 9 \\ - 0 \\ \hline \end{array}$	23.	$\begin{array}{r} 17 \\ - 9 \\ \hline \end{array}$	24.	$\begin{array}{r} 4 \\ + 6 \\ \hline \end{array}$
-----	---	-----	--	-----	---	-----	---	-----	--	-----	---

25.	$\begin{array}{r} 7 \\ + \square \\ \hline 10 \end{array}$	26.	$\begin{array}{r} 8 \\ - \square \\ \hline 3 \end{array}$	27.	$\begin{array}{r} 8 \\ + \square \\ \hline 11 \end{array}$	28.	$\begin{array}{r} 8 \\ - \square \\ \hline 2 \end{array}$	29.	$\begin{array}{r} 10 \\ - \square \\ \hline 6 \end{array}$	30.	$\begin{array}{r} 9 \\ + \square \\ \hline 17 \end{array}$
-----	--	-----	---	-----	--	-----	---	-----	--	-----	--

31.	$\begin{array}{r} 6 \\ + 7 \\ \hline \end{array}$	32.	$\begin{array}{r} 4 \\ - \square \\ \hline 0 \end{array}$	33.	$\begin{array}{r} 5 \\ + \square \\ \hline 11 \end{array}$	34.	$\begin{array}{r} 13 \\ - 6 \\ \hline \end{array}$	35.	$\begin{array}{r} 17 \\ - 9 \\ \hline \end{array}$	36.	$\begin{array}{r} 8 \\ + \square \\ \hline 16 \end{array}$
-----	---	-----	---	-----	--	-----	--	-----	--	-----	--

37.	$\begin{array}{r} 10 \\ + 5 \\ \hline \end{array}$	38.	$\begin{array}{r} 13 \\ - 3 \\ \hline \end{array}$	39.	$\begin{array}{r} 10 \\ + \square \\ \hline 13 \end{array}$	40.	$\begin{array}{r} 20 \\ - 10 \\ \hline \end{array}$	41.	$\begin{array}{r} 10 \\ - \square \\ \hline 9 \end{array}$	42.	$\begin{array}{r} 9 \\ + \square \\ \hline 19 \end{array}$
-----	--	-----	--	-----	---	-----	---	-----	--	-----	--

43. **H.O.T.** Use the clues to write the addition fact. The sum is 14. One addend is 2 more than the other.

$$\begin{array}{r} \square \\ + \square \\ \hline \square \end{array}$$

PROBLEM SOLVING

REAL

WORLD

Write Math

Solve. Write or draw to explain.

44. There are 14 rabbits in the field. Then 7 rabbits hop away. How many rabbits are still in the field?



_____ rabbits

45. There are 11 dogs at the park. 2 dogs are gray. The rest are brown. How many dogs are brown?



_____ brown dogs

46. **H.O.T.** Fill in the blanks. Solve. Write a number sentence.

There are _____ ladybugs on a leaf. Then _____ more ladybugs come. How many ladybugs are there now?



_____ ladybugs

47. **★ Test Prep** What is $12 - 4$?

14
○

13
○

11
○

8
○



TAKE HOME ACTIVITY • Have your child draw a picture to solve $7 + 4$. Then have him or her tell a related subtraction fact.



Chapter 5 Review/Test

Vocabulary

Write a **related fact** for each number sentence. (p. 190)

1. $8 + 5 = 13$

___ $\bigcirc$ ___ $\bigcirc$ ___

2. $17 - 8 = 9$

___ $\bigcirc$ ___ $\bigcirc$ ___

Concepts and Skills

Subtract. Then add to check your answer. (CC.1.OA.6)

3. $14 - 6 = \square$
 $\square + 6 = \square$

4. $11 - 5 = \square$
 $\square + 5 = \square$

5. $20 - 10 = \square$
 $\square + 10 = \square$

6. $13 - 9 = \square$
 $\square + 9 = \square$

Add and subtract.

Circle the related facts. (CC.1.OA.6)

7. $9 + 8 = \underline{\hspace{1cm}}$
 $17 - 8 = \underline{\hspace{1cm}}$

8. $7 + 5 = \underline{\hspace{1cm}}$
 $7 - 5 = \underline{\hspace{1cm}}$

9. $6 + 4 = \underline{\hspace{1cm}}$
 $10 - 4 = \underline{\hspace{1cm}}$

10. Which is a related addition fact for $15 - 9 = 6$? (CC.1.OA.6)

$15 - 6 = 9$ $9 + 9 = 18$ $6 + 9 = 15$ $6 + 8 = 14$
☐ ☐ ☐ ☐

11. Which is **not** a related fact? (CC.1.OA.6)



$11 - 6 = 5$ $6 - 5 = 1$ $6 + 5 = 11$ $5 + 6 = 11$
☐ ☐ ☐ ☐

12. Which addition sentence can you use to check the subtraction? (CC.1.OA.6)

$17 - 9 = \square$

$4 + 9 = 13$ $6 + 8 = 14$
☐ ☐
 $5 + 9 = 14$ $8 + 9 = 17$
☐ ☐

13. Pat picks 17 flowers. 9 are yellow. The rest are pink. How many are pink? (CC.1.OA.1)



6 7 8 9
☐ ☐ ☐ ☐

14. What is the missing number? (CC.1.OA.8)

$$16 = 8 + \square$$

$$\square = 16 - 8$$

9

☐

8

☐

7

☐

6

☐

15. What is the missing number? (CC.1.OA.8)

$$4 + \underline{\quad} = 10$$

$$10 - 4 = \underline{\quad}$$

4

☐

6

☐

7

☐

10

☐

16. Mia scores 8 goals. The team gets 15 goals.

Which number sentence shows how many

goals are scored by the rest of the team? (CC.1.OA.1)

☐ $15 - 9 = 6$

☐ $15 - 8 = 7$

☐ $8 + 6 = 14$

☐ $9 + 8 = 17$

17. Which shows a way to make 15? (CC.1.OA.6)

$4 + 5 + 3$

☐

$6 + 8$

☐

$2 + 7 + 6$

☐

$16 - 9$

☐

18. Which number makes the sentence true? (CC.1.OA.7)

$$16 - 8 = \underline{\quad}$$

8

☐

10

☐

15

☐

16

☐

Performance Task (CC.1.OA.1, CC.1.OA.6)

There are 15 children eating lunch.

_____ children buy lunch.

_____ children do not buy lunch.



- Choose and write numbers to complete the story problem.
- Draw a picture to explain.
- Then write the related facts for your story problem.

Show how to solve the problem.

Use numbers, pictures, or words.

Show your work.

_____ children buy lunch

_____ children do not buy lunch

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$

Around the Neighborhood

written by John Hudson

UNITED STATES POST OFFICE



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COMMON
CORE

CRITICAL AREA Developing understanding of whole number relationships and place value, including grouping in tens and ones



The mail carrier brings letters to Mr. and Mrs. Jones. How many letters does she bring?

___ ○ ___ ○ ___





The mail carrier brings packages to the fire station. Then she brings more packages. How many packages does she bring?

___ ○ ___ ○ ___



How do firefighters help us?



It is time for lunch. The mail carrier eats in the park. How many boys and girls are playing?

___ ○ ___ ○ ___





The mail carrier brings 12 packages to the police station. “This person has moved,” says the police officer. “You need to take these back.” How many packages does the officer keep?

___ ○ ___ ○ ___



How do police officers help us?



The mail carrier stops at City Hall.
She brings 8 letters for the mayor.
She brings 4 letters for the city clerk.
How many letters does she bring?

___ ○ ___ ○ ___



How do city workers help us?

Write About the Story

One day, Mr. and Mrs. Jones each got the same number of letters. They got 12 letters in all. Draw the two groups of letters.

Vocabulary Review

add	difference
doubles	subtract
sum	

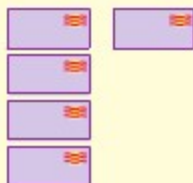
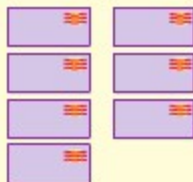
**Mr. Jones****Mrs. Jones****Letters for Mr. Jones****Letters for Mrs. Jones**

Write the number sentence. ____ ○ ____ ○ ____



Describe your number sentence.
Use a vocabulary word.

How Many Letters?



1. How many letters do  and  have in all?

_____ ○ _____ ○ _____

2. How many more letters does  have than  ?

_____ ○ _____ ○ _____

3. Circle the two that have 11 letters in all.



Make up an addition story about the mail carrier bringing letters to you and a classmate. Write the number sentence.

Count and Model Numbers

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Curious About Math with

**Curious
George**

Dan and May like apples.
They buy 15 apples in all.
If Dan buys 10 apples, how
many apples does May buy?



Show What You Know**Explore Numbers 6 to 9**

Count how many. Circle the number.

1.



6

7

2.



8

9

Count Groups to 20

Circle groups of 10. Write how many.

3.



4.



Make Groups of 10

Use . Draw to show a group of 10 in two different ways.

5.



6.



Family note: This page checks your child's understanding of important skills needed for success in Chapter 6.



Assessment Options
Soar to Success Math

Vocabulary Builder**Review Words**

one	two
three	four
five	six
seven	eight
nine	ten

Visualize It

Draw pictures in the box to show the number.

two

nine

five

Understand Vocabulary

Write a review word to name the number.

1.



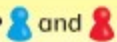
2.



3.



Game Show the Numbers

Materials •  and  •

• 20  •

Play with a partner.

1 Put your  on START.

2 Spin the . Move your  that many spaces.

3 Read the number. Use  to show the number on a ten frame.

4 Have your partner count the  to check your answer. If you are not correct, lose a turn.

5 The first player to get to END wins.



START



END

Count by Ones to 120

Essential Question How can knowing a counting pattern help you count to 120?

COMMON CORE STANDARD CC.1.NBT.1

Extend the counting sequence.

Listen and Draw

Write the missing numbers.

21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100



FOR THE TEACHER • Read the following problem. Debbie saw this page in a puzzle book. Two rows of numbers are missing. Use what you know about counting to write the missing numbers.

Math Talk

Explain how you know which numbers are missing.



MATHEMATICAL PRACTICES

Model and Draw

Count forward.
Write the numbers.



1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100
101	102	103	104	105	106	107	108	109	110
111	112	113	114	115	116	117	118	119	120

10, 11, _____, _____, _____

100, 101, _____, _____, _____

110, 111, _____, _____, _____

Share and Show



Use a Counting Chart. Count forward.
Write the numbers.

Look for a
pattern to help
you write the
numbers.

1. 114, _____, _____, _____, _____, _____, _____

2. 51, _____, _____, _____, _____, _____, _____

3. 94, _____, _____, _____, _____, _____, _____

4. 78, _____, _____, _____, _____, _____, _____

5. 35, _____, _____, _____, _____, _____, _____

6. 104, _____, _____, _____, _____, _____, _____

Name _____

On Your Own

Use a Counting Chart. Count forward.
Write the numbers.



7. 19, _____, _____, _____, _____, _____, _____, _____, _____

8. 98, _____, _____, _____, _____, _____, _____, _____, _____

9. 60, _____, _____, _____, _____, _____, _____, _____, _____

10. 27, _____, _____, _____, _____, _____, _____, _____, _____

11. 107, _____, _____, _____, _____, _____, _____, _____, _____

12. 43, _____, _____, _____, _____, _____, _____, _____, _____

13. 68, _____, _____, _____, _____, _____, _____, _____, _____



Use a Counting Chart to write the missing numbers.

14. _____, _____, _____, _____, _____, 120

15. _____, _____, _____, _____, _____, 34

PROBLEM SOLVING

REAL WORLD

Write Math

Use a Counting Chart. Draw and write numbers to solve.

16. The bag has 99 pennies.
Draw more pennies so there are 105 pennies in all. Write the numbers as you count.



17. **H.O.T.** The bag has 56 pennies.
How many more pennies do you need to add to the bag to have 64 pennies?



___ pennies

18. ★ **Test Prep** Count forward.
What number is missing? 107, 108, 109, ___, 111

100



101



110



120



TAKE HOME ACTIVITY • Take a walk with your child. Count aloud together as you take 120 steps.

Count by Tens to 120

Essential Question How do numbers change as you count by tens to 120?

COMMON CORE STANDARD CC.1.NBT.1

Extend the counting sequence.

Listen and Draw

Start on 10. Count forward by tens.
Color each number as you say it.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100



HOME CONNECTION • Your child used a hundred chart to count by tens. Using a hundred chart, or similar counting charts, can help children understand a counting sequence when starting from numbers other than 1.

Math Talk

Which numbers in the hundred chart did you color?

Explain.

MATHEMATICAL PRACTICES

Model and Draw

Start on 3. Count by tens.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100
101	102	103	104	105	106	107	108	109	110
111	112	113	114	115	116	117	118	119	120



THINK

When you count by tens,
each number is ten more.

3, 13, 23, 33, _____, _____, _____, _____, _____, _____, _____

Share and Show



Use a Counting Chart to count by tens.

Write the numbers.

1. Start on 17.

17, _____, _____, _____, _____, _____, _____, _____, _____

2. Start on 1.

1, _____, _____, _____, _____, _____, _____, _____, _____

3. Start on 39.

39, _____, _____, _____, _____, _____, _____, _____, _____

Name _____

On Your Own



Use a Counting Chart. Count by tens.
Write the numbers.

4. 40, _____, _____, _____, _____, _____, _____, _____, _____

5. 15, _____, _____, _____, _____, _____, _____, _____, _____

6. 28, _____, _____, _____, _____, _____, _____, _____, _____

7. 6, _____, _____, _____, _____, _____, _____, _____, _____

8. 14, _____, _____, _____, _____, _____, _____, _____, _____

9. 32, _____, _____, _____, _____, _____, _____, _____, _____



H.O.T. Solve.

10. You say me when you start on 43 and count by tens. I am after 73.
I am before 93. What number am I?
- _____

11. You say me when you start on 21 and count by tens. I am after 91.
I am before 111. What number am I?
- _____

PROBLEM SOLVING

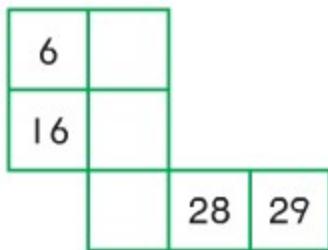
REAL WORLD

Write Math

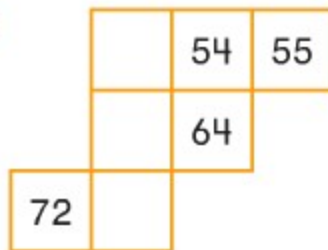


Use what you know about a Counting Chart to write the missing numbers.

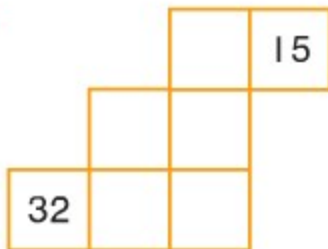
12.



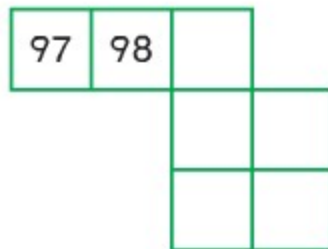
13.



14.



15.



16.



Test Prep Count by tens.

What numbers are missing?

3, 13, 23, ____, ____, 53

24, 25



33, 34



33, 43



63, 73



TAKE HOME ACTIVITY • Write these numbers: 2, 12, 22, 32, 42.

Ask your child to tell you the next 5 numbers.

Name _____

Lesson 6.3

Understand Ten and Ones

Essential Question How can you use different ways to write a number as ten and ones?

COMMON CORE STANDARD CC.1.NBT.2b

Understand place value.

Listen and Draw



Use  to model the problem.

Draw the  to show your work.

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FOR THE TEACHER • Read the problem. Tim has 10 pennies. He gets 2 more pennies. How many pennies does Tim have now?

Math Talk

How does your picture show the pennies Tim has?

Explain.



MATHEMATICAL PRACTICES

Model and Draw

13 is a two-digit number.
The **1** in 13 means 1 **ten**.
The **3** in 13 means 3 **ones**.



THINK

10 ones and 3 ones
is the same as
1 ten 3 ones.

1 ten 3 ones

$$\begin{array}{r} 10 \\ + 3 \\ \hline \end{array}$$

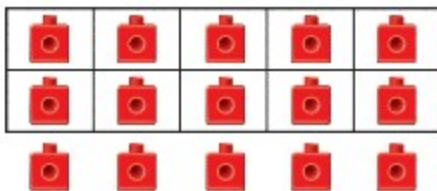
$$\begin{array}{r} 13 \\ \hline \end{array}$$

Share and Show



Use the model. Write the number
three different ways.

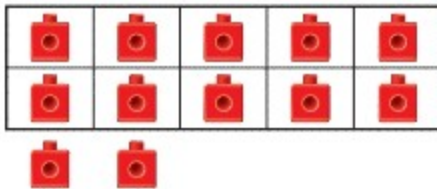
1.



___ ten ___ ones

$$\begin{array}{r} \\ + \\ \hline \end{array}$$

2.



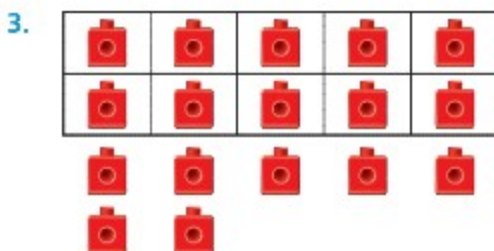
___ ten ___ ones

$$\begin{array}{r} \\ + \\ \hline \end{array}$$

Name _____

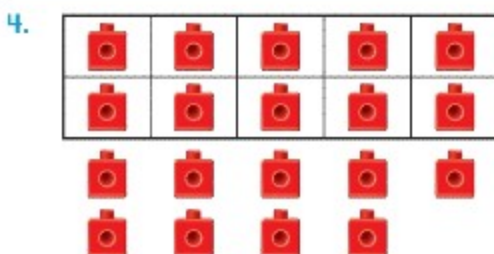
On Your Own

Use the model. Write the number three different ways.



___ ten ___ ones

___ + ___



___ ten ___ ones

___ + ___

5. Draw to show the number.
Write the missing numbers.

18



___ ten ___ ones

___ + ___

PROBLEM SOLVING

REAL

WORLD

Write Math



Draw cubes to show the number.

Write the number different ways.

6. David has 1 ten and 3 ones. Abby has 6 ones. They put all their tens and ones together. What number did they make?

___ ten ___ ones

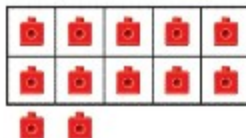
___ + ___

7. Karen has 7 ones. Jimmy has 9 ones. They put all their ones together. What number did they make?

___ ten ___ ones

___ + ___

8. **★ Test Prep** Which shows the same number?



1 ten 12 ones



1 ten 7 ones



1 ten 2 ones



1 ten



TAKE HOME ACTIVITY • Show your child one group of 10 pennies and one group of 8 pennies. Ask your child to tell how many tens and ones there are and say the number. Repeat with other numbers from 11 to 19.

Name _____

Make Ten and Ones

Essential Question How can you show a number as ten and ones?

HANDS ON Lesson 6.4

COMMON CORE STANDARD CC.1.NBT.2b
Understand place value.

Listen and Draw



Use  to model the problem.

Draw  to show your work.

Draw to show the group of ten another way.



FOR THE TEACHER • Read the problem.
Connie has 10 cubes. How can she
arrange them to show 1 ten?

Math Talk

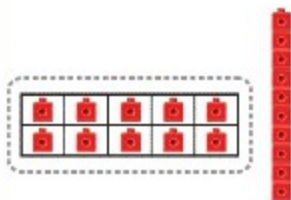
How are the
pictures the same?
How are the pictures
different? **Explain.**



**MATHEMATICAL
PRACTICES**

Model and Draw

You can group 10  to make 1 ten.



10 ones = 1 ten

Draw a quick picture to show 1 ten.

1 ten

Share and Show



Use . Make groups of ten and ones.
Draw your work. Write how many.

1.



 ten one

2.



 ten ones

3.



 ten ones

4.



 ten ones

Name _____

On Your Own

Use . Make groups of ten and ones.
Draw your work. Write how many.

5.



____ ten ____ ones

6.



____ ten ____ ones

7.



____ ten ____ ones

8.



____ ten ____ ones

9.



____ ten ____ ones

PROBLEM SOLVING

REAL WORLD

Write Math



Solve.

10. Emily wants to write ten and ones to show 20. What does Emily write?

20
twenty

____ ten ____ ones

11. Gina thinks of a number that has 7 ones and 1 ten. What is the number?

12. Ben drew this picture to show a number. What is the number?



13. ★ **Test Prep** How many tens and ones make this number?

12
twelve

1 ten 1 one



1 ten 2 ones



1 ten 12 ones



2 tens 1 one



TAKE HOME ACTIVITY • Give your child numbers from 11 to 19. Have your child work with pennies to show a group of ten and a group of ones for each number.

Name _____

Tens

Essential Question How can you model and name groups of ten?

HANDS ON Lesson 6.5

COMMON CORE STANDARDS CC.1.NBT.2a, CC.1.NBT.2c
Understand place value.

Listen and Draw



Use  to solve the riddle.
Draw and write to show your work.

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FOR THE TEACHER • Read the following riddles.
I am thinking of a number that is the same as 1 ten and 4 ones. What is my number? I am thinking of a number that is the same as 1 ten and 0 ones. What is my number?

Math Talk

Explain what you did to solve the first riddle.

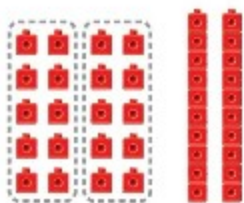


MATHEMATICAL PRACTICES

Model and Draw

You can group ones to make tens.

Draw a quick picture to show the tens.



$$20 \text{ ones} = \underline{2} \text{ tens } \underline{0} \text{ ones}$$

$$\underline{2} \text{ tens} = \underline{20} \text{ twenty}$$

Share and Show



Use . Make groups of ten.
Write the tens and ones.

Draw the tens.
Count by tens.

1.



$$30 \text{ ones} = \underline{\quad} \text{ tens } \underline{\quad} \text{ ones}$$

$$\underline{\quad} \text{ tens} = \underline{\quad} \text{ thirty}$$

2.



$$40 \text{ ones} = \underline{\quad} \text{ tens } \underline{\quad} \text{ ones}$$

$$\underline{\quad} \text{ tens} = \underline{\quad} \text{ forty}$$

Name _____

On Your Own

Use . Make groups of ten.
Write the tens and ones.

Draw the tens.
Count by tens.



3. 50 ones

_____ tens _____ ones

_____ tens = _____
fifty

4. 60 ones

_____ tens _____ ones

_____ tens = _____
sixty

5. 70 ones

_____ tens _____ ones

_____ tens = _____
seventy

6. 80 ones

_____ tens _____ ones

_____ tens = _____
eighty

7. 90 ones

_____ tens _____ ones

_____ tens = _____
ninety



TAKE HOME ACTIVITY • Have your child count out small objects into groups of ten, tell how many tens in all, and then say the number word.

**Mid-Chapter Checkpoint****Concepts and Skills**

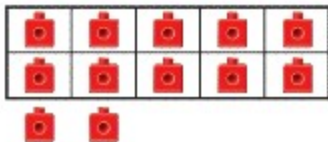
Use a Counting Chart.
Count forward. Write
the numbers. (CC.1.NBT.1)

1. 63, 64, _____, _____, _____
2. 108, 109, _____, _____, _____

Use a Counting Chart.
Count by tens. Write
the numbers. (CC.1.NBT.1)

3. 42, 52, _____, _____, _____
4. 79, 89, _____, _____, _____

5. Use the model. Write the number
three different ways. (CC.1.NBT.2b)



_____ ten _____ ones
_____ + _____

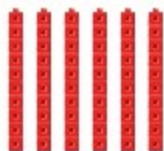
Use . Make groups of ten and ones.
Draw your work. Write how many. (CC.1.NBT.2b)

6.



_____ ten _____ ones

7. **Test Prep** What number does the
model show? (CC.1.NBT.2a, CC.1.NBT.2c)



70
○

60
○

50
○

6
○

Name _____

Tens and Ones to 50

Essential Question How can you group cubes to show a number as tens and ones?

HANDS ON Lesson 6.6

COMMON CORE STANDARD CC.1.NBT.2

Understand place value.

Listen and Draw

Use  to model the number.

Draw  to show your work.

Tens	Ones
	

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FOR THE TEACHER • Ask children to use 23 cubes and show them as tens and ones.

Math Talk

How did you figure out how many tens and ones are in 23?

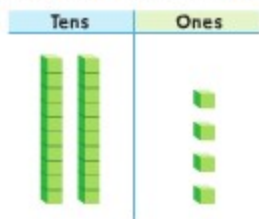
Explain.



MATHEMATICAL PRACTICES

Model and Draw

The 2 in 24 means 2 tens.



2 tens 4 ones = 24

The 2 in 42 means 2 ones.



4 tens 2 ones = 42

Share and Show



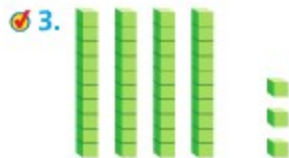
Use your MathBoard and to show the tens and ones. Write the numbers.



 tens ones =



 tens ones =



 tens ones =

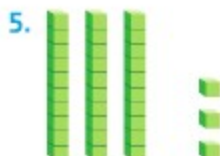


 ten ones =

Name _____

On Your Own

Write the numbers.



____ tens ____ ones = ____



____ tens ____ ones = ____



____ tens ____ ones = ____



____ tens ____ ones = ____

9. **H.O.T.** Mary drew tens and ones to show 32. She made a mistake. Draw a correct quick picture to show 32. Write the numbers.

Tens	Ones

Tens	Ones

____ tens ____ ones = ____

PROBLEM SOLVING



Solve. Write the numbers.

10. I have 46 cubes. How many tens and ones can I make?

____ tens ____ ones

11. I have 32 cubes. How many tens and ones can I make?

____ tens ____ ones

12. I have 28 cubes. How many tens and ones can I make?

____ tens ____ ones

13. **H.O.T.** I am a number less than 50. I have 8 ones and some tens. What numbers could I be?

14. **★ Test Prep** Which number does the model show?



9



27



50



72



TAKE HOME ACTIVITY • Write a two-digit number from 20 to 50, such as 26. Ask your child to tell which digit names the tens and which digit names the ones. Repeat with different numbers.

Name _____

Tens and Ones to 100

Essential Question How can you show numbers to 100 as tens and ones?

HANDS ON Lesson 6.7

COMMON CORE STANDARD CC.1.NBT.2
Understand place value.

Listen and Draw

Use  to model the number.
Draw a quick picture to show your work.

25

50

52

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FOR THE TEACHER • Ask children to use base-ten blocks to show how many tens and ones there are in 25, 50, and 52.

Math Talk

How did you figure out how many tens and ones are in 52? **Explain.**



MATHEMATICAL PRACTICES

Model and Draw

The number just after 99 is 100.

10 tens is the same as 1 **hundred**.

Draw quick pictures to show 99 and 100.

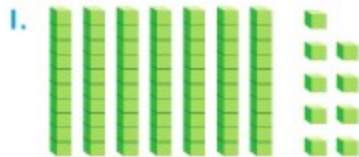
9 tens 9 ones = 99

10 tens 0 ones = 100

Share and Show



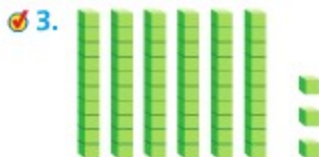
Use your MathBoard and  to show the tens and ones. Write the numbers.



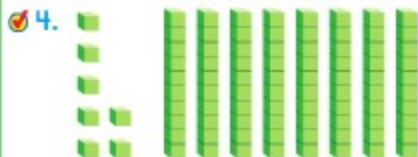
___ tens ___ ones = ___



___ tens ___ ones = ___



___ tens ___ ones = ___



___ tens ___ ones = ___

Name _____

On Your Own

Write the numbers.



10.  What number is the same as 7 tens and 20 ones?

11.  What number is the same as 5 tens and 13 ones?

PROBLEM SOLVING

REAL WORLD

Write Math

Draw a quick picture to show the number.
Write how many tens and ones there are.

12. Edna has 82 stamps.



___ tens ___ ones

13. Amy has 79 pennies.



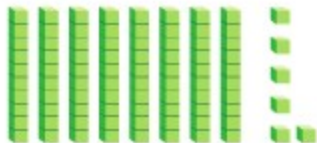
___ tens ___ ones

14. **H.O.T.** Moe has a group of 70 red feathers and 30 brown feathers.



___ tens ___ ones

15. **★ Test Prep** Which number does the model show?



14



68



86



95



TAKE HOME ACTIVITY • Give your child numbers from 50 to 100. Ask your child to draw a picture to show the tens and the ones in each number and then write the number.

Name _____

PROBLEM SOLVING

Lesson 6.8

Problem Solving • Show Numbers in Different Ways

Essential Question How can making a model help you show a number in different ways?

COMMON CORE STANDARDS CC.1.NBT.2a, CC.1.NBT.3
Understand place value.

Gary and Jill both want 23 stickers for a class project. There are 3 sheets of 10 stickers and 30 single stickers on the table. How could Gary and Jill each take 23 stickers?



What do I need to find?

_____ different ways to make a number

What information do I need to use?

The number is 23.

Show how to solve the problem.

Gary

Tens	Ones
23	

Jill

Tens	Ones
23	



HOME CONNECTION • Showing the number with base-ten blocks helps your child explore different ways to combine tens and ones.

Try Another Problem

Use  to show the number two different ways. Draw both ways.

- What do I need to find?
- What information do I need to use?

1.

46

Tens	Ones

Tens	Ones

2.

71

Tens	Ones

Tens	Ones

3.

65

Tens	Ones

Tens	Ones

Math Talk

Look at Exercise 3.
Explain why both ways show 65.



MATHEMATICAL PRACTICES

Name _____

Share and Show



Use  to show the number two different ways. Draw both ways.



4.

59

Tens	Ones
_____	_____

Tens	Ones
_____	_____



5.

34

Tens	Ones
_____	_____

Tens	Ones
_____	_____



6.



Show 31 three ways.

Tens	Ones
_____	_____

Tens	Ones
_____	_____

Tens	Ones
_____	_____



On Your Own

Write a number sentence to solve. Draw to explain.



7. Felix invites 15 friends to his party. Some friends are girls. 8 friends are boys. How many friends are girls?



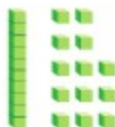
___ ○ ___ ○ ___ girls



Solve. Write the numbers.

8. I am a number less than 35.
I have 3 tens and some ones.
What numbers can I be?

9. ★ **Test Prep** Which is a different way to show the same number?



○



○



○



○



TAKE HOME ACTIVITY • Have your child draw quick pictures to show the number 56 two ways.

Name _____

HANDS ON Lesson 6.4

Model, Read, and Write Numbers from 100 to 110

Essential Question How can you model, read, and write numbers from 100 to 110?

COMMON CORE STANDARD CC.1.NBT.1

Extend the counting sequence.

Listen and Draw REAL WORLD

Use     

Circle a number to answer the question.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Math Talk

Explain why 100 is to the right of 99 on the hundred chart.

Explain why 100 is below 90.

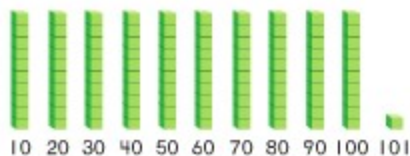


MATHEMATICAL PRACTICES



FOR THE TEACHER • Have children locate each number on the hundred chart. What number is the same as 30 ones? What number is the same as 10 tens? What number is the same as 8 tens 7 ones? What number has 1 more one than 52? What number has 1 more ten than 65?

Model and Draw



10 tens and 1 more = 101



10 tens and 10 more = 110

Share and Show



Use  to model the number.
Write the number.

REMEMBER

10 tens = 100

1. 10 tens and 1 more

2. 10 tens and 2 more

3. 10 tens and 3 more

4. 10 tens and 4 more

5. 10 tens and 5 more

6. 10 tens and 6 more

Name _____

On Your Own

Use  to model the number.

Write the number.



7. 10 tens and
7 more

8. 10 tens and
8 more

9. 10 tens and
9 more

10. 10 tens and 10 more

11.  11 tens

Write the number.

12.



13.



14.



15.



PROBLEM SOLVING REAL WORLD

Write Math



Solve to find the number of apples.

16.



THINK



= 1 apple



= 10 apples

There are _____ apples.

17.



There are _____ apples.

18.



There are _____ apples.

19.



Test Prep What number does the model show?



100



105



106



110



TAKE HOME ACTIVITY • Give your child a group of 100 to 110 pennies. Ask him or her to make as many groups of ten as possible, then tell you the total number of pennies.

Name _____

Model, Read, and Write Numbers from 110 to 120

Essential Question How can you model, read, and write numbers from 110 to 120?

HANDS ON Lesson 6.10

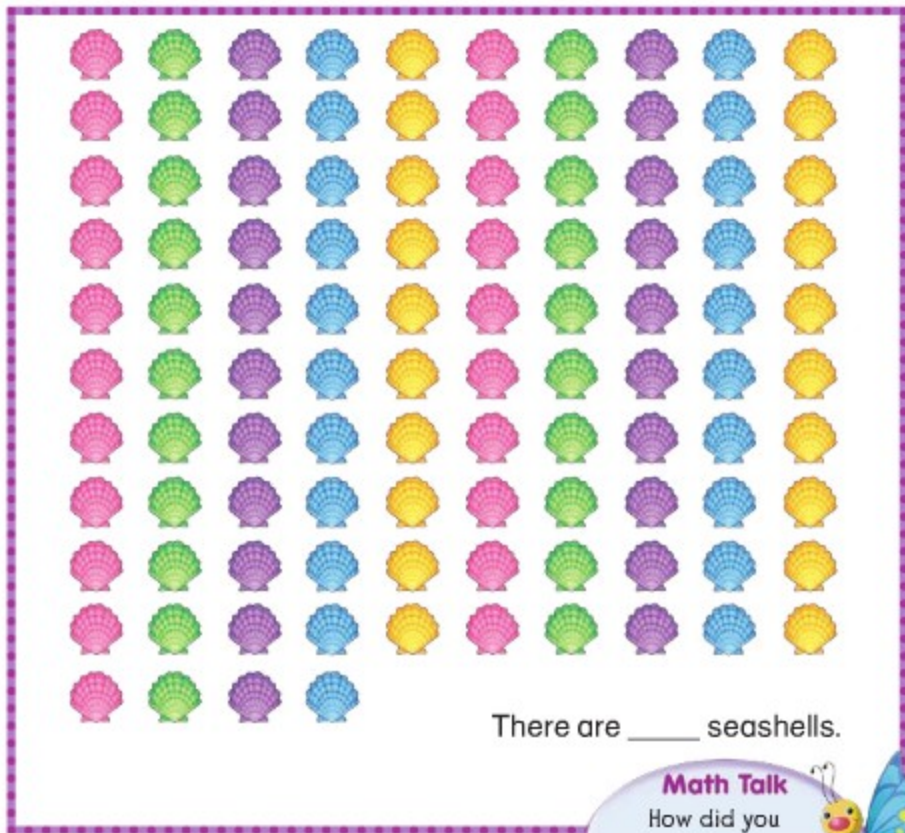
COMMON CORE STANDARD CC.1.NBT.1

Extend the counting sequence.

Listen and Draw



How many seashells are there?



There are _____ seashells.



FOR THE TEACHER • Heidi has this collection of seashells. How many seashells does Heidi have?

Math Talk

How did you decide how many seashells there are?

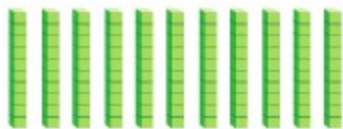
Explain.



MATHEMATICAL PRACTICES

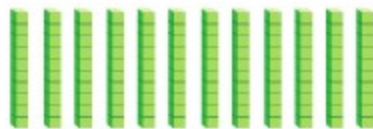
Model and Draw

11 tens is 110.



110

12 tens is 120.



120

Share and Show



Use  to model the number.
Write the number.



1.



2.



3.



4.



Name _____

On Your Own

Use  to model the number.

Write the number.



5.



6.



7.



8.



9.



10.





Write the number.

11.



12.



13.



PROBLEM SOLVING

REAL WORLD

Write Math



Choose a way to solve.
Draw or write to explain.

14. Joe collects pennies. He can make 11 groups of 10 pennies.
How many pennies does Joe have?



_____ pennies

15. Cindy collects buttons. She can make 11 groups of 10 buttons and one more group of 7 buttons.
How many buttons does Cindy have?



_____ buttons

16. Lee collects marbles. He can make 11 groups of 10 marbles and has 2 marbles left over.
How many marbles does Lee have?



_____ marbles

17. **★ Test Prep** What number does the model show?



100



101



110



120



TAKE HOME ACTIVITY • Give your child groups of 100 to 120 pennies. Ask him or her to make as many groups of ten as possible, then tell you the total number of pennies.

Chapter 6 Review/Test

Vocabulary

Circle the **ones** in each number.

Draw a line under the **tens** in each number. (p. 250)

1. 48

2. 84

Concepts and Skills

Use the Counting Chart.

Write the numbers. (CC.1.NBT.1)

3. Count forward.

111, 112, _____, _____, _____

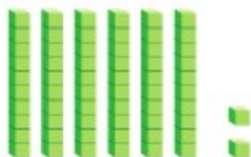
4. Count by tens.

65, 75, _____, _____, _____

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100
101	102	103	104	105	106	107	108	109	110
111	112	113	114	115	116	117	118	119	120

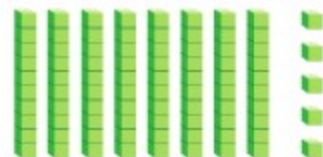
Write the numbers. (CC.1.NBT.2)

5.



_____ tens _____ ones = _____

6.



_____ tens _____ ones = _____

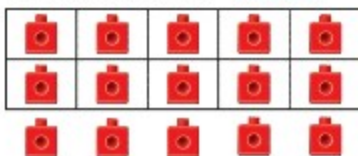
7. Which shows the same number? (CC.1.NBT.2b)



- ☐ 3 tens
- ☐ 1 ten 3 ones
- ☐ 1 ten 2 ones
- ☐ 3 ones

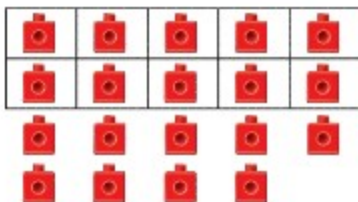


8. Which shows the same number? (CC.1.NBT.2b)



- ☐ 5 tens 5 ones
- ☐ 5 tens 1 one
- ☐ 1 ten 5 ones
- ☐ 1 ten 1 one

9. Which shows the same number? (CC.1.NBT.2b)



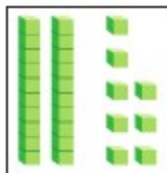
- ☐ $10 + 10$
- ☐ $10 + 9$
- ☐ $10 + 5$
- ☐ $10 + 4$

10. Which number does the model show? (CC.1.NBT.2a, CC.1.NBT.2c)



- ☐ 3
- ☐ 4
- ☐ 30
- ☐ 40

11. Which tells how many tens and ones? (CC.1.NBT.2)



2 tens 8 ones 2 tens 9 ones 3 tens 8 ones 8 tens 2 ones

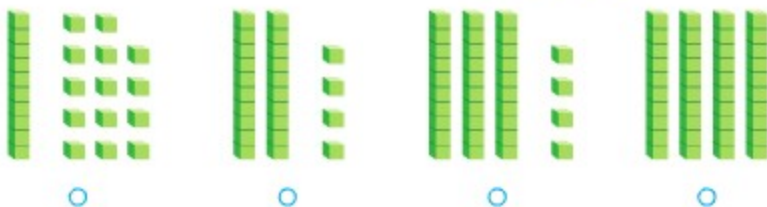
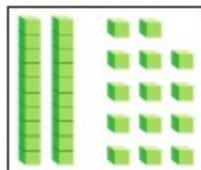
☐ ☐ ☐ ☐

12. What number is the same as 5 tens 6 ones? (CC.1.NBT.2)

11 55 56 65

☐ ☐ ☐ ☐

13. Which way makes the same number? (CC.1.NBT.2a, CC.1.NBT.3)



14. What number does the model show? (CC.1.NBT.1)



99 109 110 119

☐ ☐ ☐ ☐

Performance Task (CC.1.NBT.1, CC.1.NBT.2)

Choose a number from 10 to 99.
Write your number on the penguin.

- Draw and write your number as tens and ones.
- Start at your number. Count forward. Write the next 5 numbers.
- Start at your number. Count by tens. Write the next 2 numbers.



Use numbers, pictures, and words to show your work.

7

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Curious George

How many colors do you see in the kite? Name the number that is one more.



Show What You Know**Model More**

Draw lines to match.

Circle the set that has more.

1.



2.

**More, Fewer**

3. Circle the row that has more.



4. Circle the row that has fewer.

**Draw Equal Groups**

5. Draw a ball for each glove.



Family note: This page checks your child's understanding of important skills needed for success in Chapter 7.



Assessment Options
Soar to Success Math

Vocabulary Builder**Review Words**

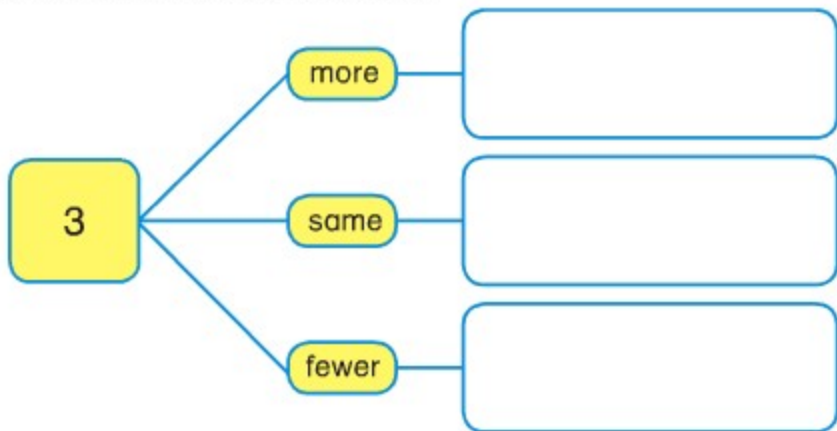
fewer

more

same

Visualize It

Draw pictures in the box to show **more**, **fewer**, or the **same** number.

**Understand Vocabulary**

Complete the sentences with review words.

1. I see 2 white cats and 4 yellow cats. I see _____ yellow cats than white cats.
2. Dave has 9 grapes. Ann has 6 grapes. Ann has _____ grapes than Dave.
3. 5 ducks and 5 swans are at the pond. There are the _____ number of ducks and swans.

Rainy Day
Bingo

Materials •  • 9  • 9 

Play with a partner.

- 1 Toss the .
- 2 Use  to cover one space that shows a number that is 1 more.
- 3 If you do not have a space that shows the number, your turn is over.
- 4 The other player takes a turn.
- 5 The first player to cover all of his or her spaces wins.



Player 1

4	5	2
3	6	4
2	5	7



Player 2

6	2	3
4	7	6
5	3	7

Name _____

Algebra • Greater Than

Essential Question How can you compare two numbers to find which is greater?

HANDS ON Lesson 7.1

COMMON CORE STANDARD CC.1.NBT.3

Understand place value.

Listen and Draw

Use  to solve.

Draw quick pictures to show your work.

Tens	Ones

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FOR THE TEACHER • Read the problem. Which number is greater, 65 or 56? Have children use base-ten blocks and draw quick pictures to solve.

Math Talk
How did you decide which number is greater?
Explain.



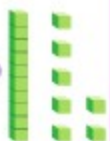
MATHEMATICAL PRACTICES

Model and Draw

To compare 25 and 17, first compare the tens.



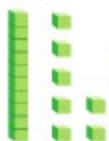
2 tens are more than 1 ten.



$$\begin{array}{r} 25 \\ \underline{} \end{array} \text{ is greater than } \begin{array}{r} 17 \\ \underline{} \end{array}$$

$$25 > 17$$

If the tens are the same, compare the ones.



7 ones are more than 5 ones.



$$\begin{array}{r} 17 \\ \underline{} \end{array} \text{ is greater than } \begin{array}{r} 15 \\ \underline{} \end{array}$$

$$17 > 15$$

Share and Show



Use your MathBoard and  to show each number.

	Circle the greater number.	Did tens or ones help you decide?	Write the numbers.
1.	62 65	tens ones	$\begin{array}{r} 65 \\ \underline{} \end{array}$ is greater than $\begin{array}{r} 62 \\ \underline{} \end{array}$ $65 > 62$
2.	84 48	tens ones	_____ is greater than _____. _____ > _____
3.	72 70	tens ones	_____ is greater than _____. _____ > _____

Name _____



On Your Own

Use  if you need to.

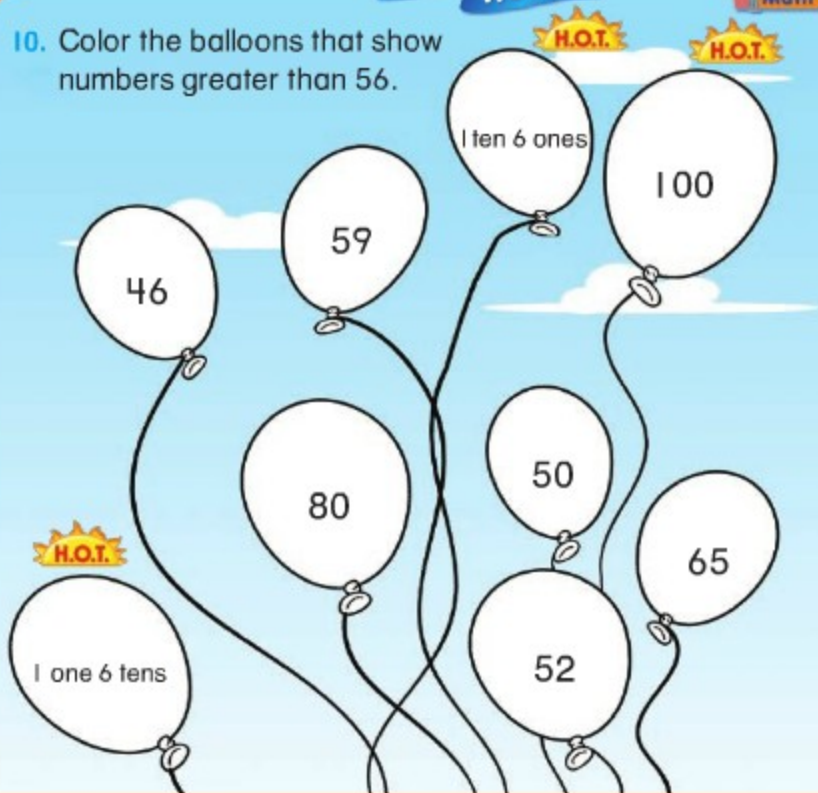
	Circle the greater number.	Did tens or ones help you decide?	Write the numbers.
4.	32 27	tens ones	_____ is greater than _____. _____ > _____
5.	57 75	tens ones	_____ is greater than _____. _____ > _____
6.	94 98	tens ones	_____ is greater than _____. _____ > _____
7.	91 19	tens ones	_____ is greater than _____. _____ > _____
8.	68 62	tens ones	_____ is greater than _____. _____ > _____
9.	88 38	tens ones	_____ is greater than _____. _____ > _____

PROBLEM SOLVING

REAL WORLD

Write Math

10. Color the balloons that show numbers greater than 56.



11. ★ **Test Prep** Which number is greater than 67?

19



60



66



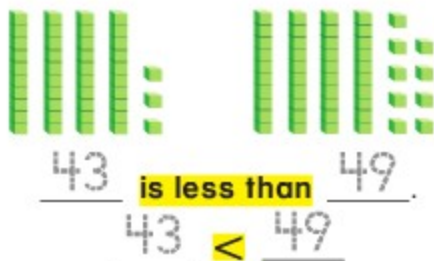
76



TAKE HOME ACTIVITY • Write 38, 63, 68, and 83 on slips of paper. Show your child two numbers, and ask which number is greater. Repeat with different pairs of numbers.

Model and Draw

Compare numbers to find which is less.



How do you know which number is less?



Share and Show



Use your MathBoard and  to show each number.
to show each number.

	Circle the number that is less.	Did tens or ones help you decide?	Write the numbers.
1.	39 36	tens ones	<u>36</u> is less than <u>39</u> . <u>36</u> < <u>39</u>
2.	80 94	tens ones	_____ is less than _____. _____ < _____
3.	57 54	tens ones	_____ is less than _____. _____ < _____

Name _____

On Your Own

Use  if you need to.



	Circle the number that is less.	Did tens or ones help you decide?	Write the numbers.
4.	47 48	tens ones	_____ is less than _____. _____ < _____
5.	82 28	tens ones	_____ is less than _____. _____ < _____
6.	96 90	tens ones	_____ is less than _____. _____ < _____
7.	23 32	tens ones	_____ is less than _____. _____ < _____
8.	65 55	tens ones	_____ is less than _____. _____ < _____
9.	79 80	tens ones	_____ is less than _____. _____ < _____

PROBLEM SOLVING

REAL

WORLD

Write
Math

Write a number to solve.

10. Nan makes the number 46.
Marty makes a number that is less than 46. What could be a number Marty makes? _____
11. Jack makes the number 92. Kit makes a number that has fewer ones than 92. What could be a number Kit makes? _____
12. Bill makes the number 85. Ann makes a number with fewer tens than 85. What could be a number Ann makes? _____
13.  Joe makes a number that has fewer tens than 31 and fewer ones than 13. What could be a number Joe makes? _____

14.  **Test Prep** Which number is less than 72?

49



73



80



99



TAKE HOME ACTIVITY • Write 47, 54, 57, and 74 on slips of paper. Show your child two numbers, and ask which number is less. Repeat with different pairs of numbers.

Name _____

Algebra • Use Symbols to Compare

Essential Question How can you use symbols to show how numbers compare?

HANDS ON Lesson 7.3

COMMON CORE STANDARD CC.1.NBT.3

Understand place value.

Listen and Draw

Use . Draw quick pictures to show your work. Write the numbers to compare.

$\underline{\hspace{1cm}} < 36$

$\underline{\hspace{1cm}} = 36$

$\underline{\hspace{1cm}} > 36$

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FOR THE TEACHER • Have children use base-ten blocks to show a number less than 36, a number equal to 36, and a number greater than 36.

Math Talk

Compare 47 and 32 in two ways. What two symbols do you use? **Explain.**



MATHEMATICAL PRACTICES

Model and Draw



$$21 < 24$$

21 is less than 24.



$$24 = 24$$

24 is equal to 24.



$$30 > 24$$

30 is greater than 24.

Share and Show



Use . Draw to show each number.
Write $<$, $>$, or $=$. Complete the sentence.



1.

$$28 \bigcirc 35$$

28 _____ 35.

2.

$$16 \bigcirc 16$$

16 _____ 16.

3.

$$46 \bigcirc 31$$

46 _____ 31.

4.

$$51 \bigcirc 52$$

51 _____ 52.

Name _____

On Your Own

Write $<$, $>$, or $=$.

Draw a quick picture if you need to.

REMEMBER

$<$ is less than
 $>$ is greater than
 $=$ is equal to



5.  

45 $>$ 42

6.  

38 $<$ 50

7. 37 $<$ 43

8. 47 $<$ 47

9. 64 $<$ 59

10. 56 $<$ 56

11. 62 $<$ 72

12. 70 $<$ 65

13. 79 $<$ 84

14. 90 $<$ 93

15. 93 $<$ 90



Write numbers to solve.

16. $96 =$ _____

17. $53 >$ _____

18. $83 <$ _____

19. $40 <$ _____

20. $71 >$ _____

21. $29 =$ _____



TAKE HOME ACTIVITY • Have your child show you how to write $<$, $>$, and $=$ to compare two numbers. Ask him or her to use words to explain each comparison.

FOR MORE PRACTICE:
 Standards Practice Book, pp. P141–P142

**Mid-Chapter Checkpoint****Concepts and Skills**

Circle the greater number. Write the numbers. (CC.1.NBT.3)

1. 38 83 _____ is greater than _____.

_____ > _____

Circle the number that is less. Write the numbers. (CC.1.NBT.3)

2. 61 29 _____ is less than _____.

_____ < _____

Draw to show each number. Write $<$, $>$ or $=$. (CC.1.NBT.3)

3.

19 ○ 52

4.

44 ○ 43

**Test Prep**

5. Which is true? (CC.1.NBT.3)

21 > 28

○

21 = 28

○

21 < 28

○

28 < 21

○

Name _____

PROBLEM SOLVING

Lesson 7.4

Problem Solving • Compare Numbers

Essential Question How can making a model help you compare numbers?

COMMON CORE STANDARD CC.1.NBT.3
Understand place value.

Cassidy has the number cards shown below. She gives away the cards with numbers less than 49 and greater than 53. Which number cards does Cassidy have now?



Unlock the Problem

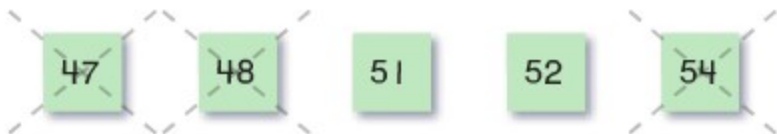
What do I need to find?

_____ the ~~number cards~~ that Cassidy has now

What information do I need to use?

number cards $< \underline{49}$
and $> \underline{53}$

Show how to solve the problem.



Cassidy has number cards 51, 52.

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HOME CONNECTION • Your child made a model of the problem. The numbers crossed out are less than 49 and also greater than 53. The remaining numbers solve the problem.

Try Another Problem

Make a model to solve.

- What do I need to find?
- What information do I need to use?

1. Tony has these number cards. He gives away the cards with numbers less than 16 and greater than 19. Which number cards does Tony have now?

15

17

18

20

22

Tony has number cards _____.

2. Carol has these number cards. She keeps the cards with numbers greater than 98 and less than 95. Circle the number cards Carol keeps.

90

91

96

97

99

Carol keeps number cards _____.

Math Talk

Explain how you can find the number cards Tony has now.



MATHEMATICAL PRACTICES

Share and Show

Make a model to solve.

3. Felipe has these numbers cards. He gives away cards with numbers less than 60 and greater than 65. Which number cards does Felipe have now?

58

61

63

64

68

Felipe has number cards _____.

4. Molly underlines the number cards greater than 76 and circles the number cards less than 84. Which number cards are both greater than 76 and less than 84?

72

75

78

82

85

Number cards _____ are both greater than 76 and less than 84.

On Your Own

Choose a way to solve.
Draw or write to explain.



5. Some cows were in the field. 6 more cows walked there. Then there were 13 cows. How many cows were in the field before?

_____ cows

6. Jada has 8 acorns. Abby has 10 acorns. How many fewer acorns does Jada have than Abby?

_____ fewer acorns

7. Ed has 6 marbles. How many marbles can he put in a red cup and how many can he put in a blue cup?

_____ + _____ = 6

8. **Test Prep** Gavin crosses out the numbers that are less than 25 and greater than 29. What numbers are left?

21

23

26

28

30

21 and 23

23 and 26

26 and 28

28 and 30



TAKE HOME ACTIVITY • Ask your child to tell you a number that is greater than 59 and a number less than 59.

Name _____

10 Less, 10 More

Essential Question How can you identify numbers that are 10 less or 10 more than a number?

Listen and Draw



Use  to solve. Draw quick pictures to show your work.

HANDS ON Lesson 7.5

COMMON CORE STANDARD CC.1.NBT.5

Use place value understanding and properties of operations to add and subtract.



Pat

Tony

Jan



FOR THE TEACHER • Read the following problem.
Tony has 2 boxes of markers and 2 more markers.
Pat has 10 fewer markers than Tony. Jan has 10
more markers than Tony. How many markers does
each child have?

Math Talk

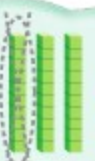
What number has
one less 10 than
12? **Explain.**



**MATHEMATICAL
PRACTICES**

Model and Draw

Think



23



33

Think



43

____ is 10 less than 33.

____ is 10 more than 33.

Share and Show



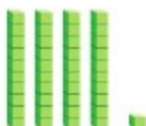
Use mental math. Write the numbers that are 10 less and 10 more.

1.



70

2.



41

3.

58

4.

66

5.

24

6.

86

7.

33

8.

12

Name _____

On Your Own

Use mental math.
Complete the chart.



	10 Less		10 More
9.	___	39	___
10.	___	75	___
11.	___	64	___
12.	___	90	___
13.	___	83	___
14.	11	___	___
15.	___	___	26

16.  Solve.

I have 89 rocks. I want to collect
10 more. How many rocks
will I have then?

___ rocks

PROBLEM SOLVING

REAL WORLD

Write Math

Choose a way to solve. Draw or write to show your work.

17. The plant has 4 fewer ladybugs on it than the tree. The tree has 7 ladybugs on it. How many ladybugs are on the plant?



_____ ladybugs

18. Amy has 7 ribbons. Charlotte has 9 ribbons. How many more ribbons does Charlotte have than Amy?



_____ more ribbons

19. **H.O.T.** Margo has 28 stamps. Chet has 10 more stamps than Margo. Luis has 10 more stamps than Chet. How many stamps does Luis have?



_____ stamps

20. **★ Test Prep**
What number is 10 less than 76?

66



67



75



86



TAKE HOME ACTIVITY • Write a two-digit number, such as 25, 40, or 81. Ask your child to identify the numbers that are ten less than and ten more than that number. Repeat with other numbers.

 Chapter 7 Review/Test**Vocabulary**Circle the number that **is greater than** 47. (p. 290)Underline the number that **is less than** 47. (p. 294)

1. 92 29

Concepts and SkillsWrite $<$, $>$, or $=$. (CC.1.NBT.3)

2.

$80 \bigcirc 81$

3.

$19 \bigcirc 11$

4.

$26 \bigcirc 62$

5.

$35 \bigcirc 35$

6.

$89 \bigcirc 99$

7.

$78 \bigcirc 73$

8.

$63 \bigcirc 60$

9.

$42 \bigcirc 42$

10.

$15 \bigcirc 51$

11.

$57 \bigcirc 59$

12.

$10 \bigcirc 13$

13.

$38 \bigcirc 37$

14.

$22 \bigcirc 22$

15.

$75 \bigcirc 72$

16.

$96 \bigcirc 96$

17. Aaron has 39 animal stickers. Which number is less than 39? (CC.1.NBT.3)

37	40	92	93
☐	☐	☐	☐

18. Mike has 18 books. Cheryl has ten more books than Mike. How many books does Cheryl have? (CC.1.NBT.5)

8	19	20	28
☐	☐	☐	☐

19. Emma jumps 25 times. Which number is greater than 25? (CC.1.NBT.3)

15	22	24	52
☐	☐	☐	☐

20. Which is true? (CC.1.NBT.3)

76 = 67	76 > 67	76 < 67	67 > 76
☐	☐	☐	☐

21. Leah crosses out the numbers that are less than 33 and greater than 36. What numbers are left? (CC.1.NBT.3)

31	32	34	35	37
31 and 32	32 and 34	34 and 35	35 and 37	
☐	☐	☐	☐	

22. James circles the numbers that are less than 87 and greater than 91.

What numbers did he circle? (CC.1.NBT.3)

86

88

89

90

92

86 and 88



86 and 92



88 and 90



89 and 92



23. Which number is greater than 17? (CC.1.NBT.3)

12



14



16



18



24. Which is the same as the sentence? (CC.1.NBT.3)

67 is less than 73.

 $67 = 73$  $67 > 73$  $67 < 73$  $67 + 73$ 

25. Which number is ten less than 72? (CC.1.NBT.5)

82



73



71



62



26. Which is true? (CC.1.NBT.3)

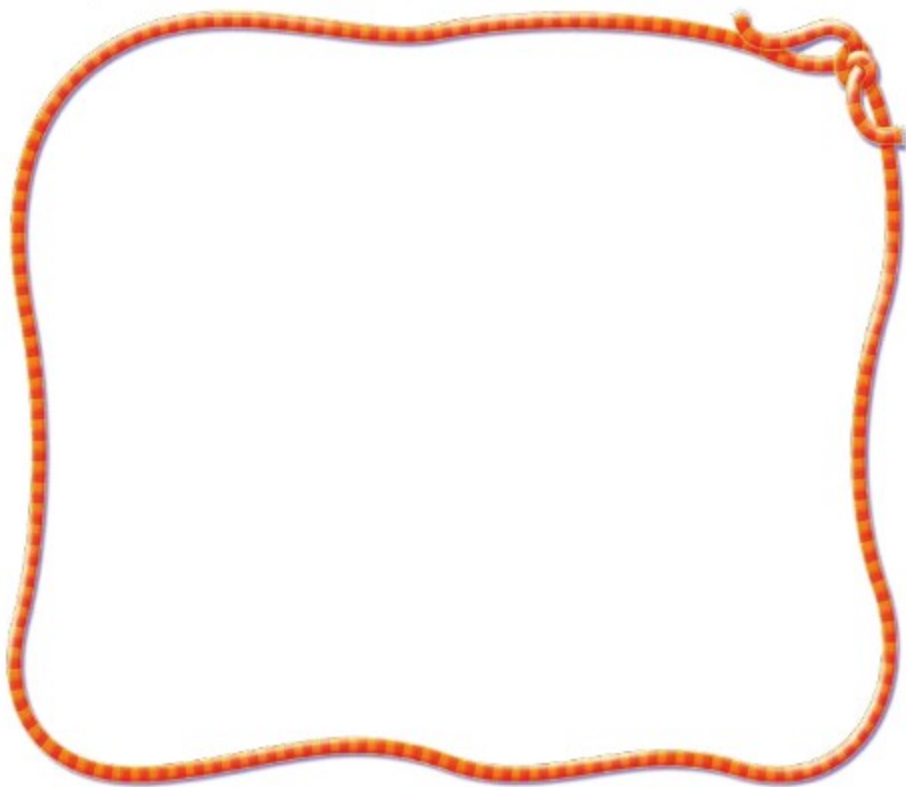
 $98 > 88$  $88 > 98$  $98 < 88$  $88 = 98$ 

Performance Task (CC.1.NBT.3)

Jack has some marbles. He has ten more red marbles than blue marbles. He has fewer yellow marbles than blue marbles.

How many of each color marble could Jack have?

Use numbers, pictures, or words to show your work.



Two-Digit Addition and Subtraction

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Curious About Math with

**Curious
George**

There are 4 boxes of oranges
on a table. Each box holds
10 oranges. How many
oranges are there?

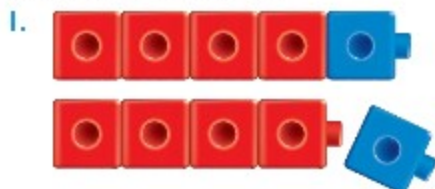


Show What You Know**Add and Subtract**

Use and to add. Write the sum.

Break apart to subtract.

Write the difference.



$$4 + 1 = \underline{\hspace{2cm}}$$

$$5 - 1 = \underline{\hspace{2cm}}$$

Count Groups to 20

Circle groups of 10. Write how many.

**Use a Hundred Chart to Count**

Touch and count. Color the last number counted.

- Start at 1 and count to 20.
- Start at 30 and count to 56.
- Start at 77 and count to 93.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100



Family note: This page checks your child's understanding of important skills needed for success in Chapter 8.



Assessment Options
Soar to Success Math

Vocabulary Builder**Review Words**

add

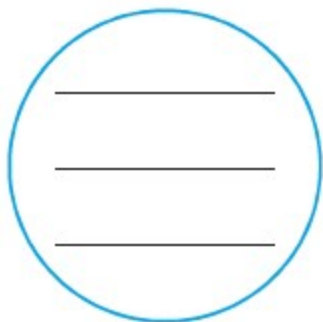
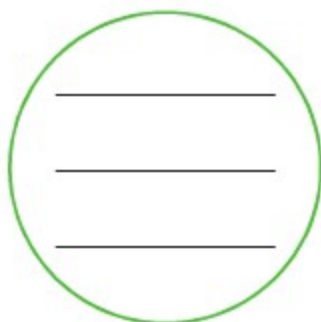
subtract

sum

difference

Visualize It

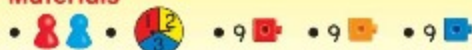
Sort the review words from the box.

Put Together**Take Apart****Understand Vocabulary**

Use a review word to complete each sentence.

1. 8 is the _____ for $17 - 9$.
2. 17 is the _____ for $8 + 9$.
3. When you _____ 4 to 8,
you find the sum.
4. When you _____ 4 from 8,
you find the difference.

Materials



Play with a partner.

- Put your on START.
- Spin the . Move that number of spaces.
- Make a ten to help you find the sum.
- The other player uses to check.
- If you are not correct, you lose a turn.
- The first player to get to END wins.



$\begin{array}{r} 2 \\ 4 \\ +8 \\ \hline \end{array}$	Move ahead one space.	$\begin{array}{r} 4 \\ 9 \\ +6 \\ \hline \end{array}$	$\begin{array}{r} 4 \\ 4 \\ +6 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ 1 \\ +6 \\ \hline \end{array}$	END
$\begin{array}{r} 4 \\ 6 \\ +3 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ 3 \\ +7 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ 7 \\ +1 \\ \hline \end{array}$	Move back one space.	$\begin{array}{r} 3 \\ 7 \\ +7 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ 8 \\ +5 \\ \hline \end{array}$
					$\begin{array}{r} 6 \\ 6 \\ +4 \\ \hline \end{array}$
START	$\begin{array}{r} 2 \\ 4 \\ +8 \\ \hline \end{array}$	Move ahead one space.	$\begin{array}{r} 6 \\ 1 \\ +9 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ 8 \\ +2 \\ \hline \end{array}$	



Name _____

Lesson 8.1

Add and Subtract within 20

Essential Question What strategies can you use to add and subtract?

COMMON CORE STANDARD CC.1.OA.6

Add and subtract within 20.

Listen and Draw



What is $5 + 4$?

Use a strategy to solve the addition fact. Draw to show your work.

$$5 + 4 = \underline{\quad}$$

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FOR THE TEACHER • Have children choose and model a strategy to solve the addition fact. Then have them draw to show their work.

Math Talk

What strategy did you use to find the answer?

Explain.



MATHEMATICAL PRACTICES

Model and Draw

Think of a strategy you can use to add or subtract.

What is $14 - 6$?

I can use a related fact.



$$\underline{6} \oplus \underline{8} = 14$$

$$\text{So, } 14 - 6 = \underline{8}.$$

Share and Show



Add or subtract.

1. $5 + 3 = \underline{\quad}$

2. $10 - 5 = \underline{\quad}$

3. $3 + 6 = \underline{\quad}$

4. $12 - 5 = \underline{\quad}$

5. $15 - 9 = \underline{\quad}$

6. $5 + 7 = \underline{\quad}$

7. $8 + 7 = \underline{\quad}$

8. $9 - 7 = \underline{\quad}$

9. $5 + 5 = \underline{\quad}$

10. $12 - 7 = \underline{\quad}$

11. $18 - 9 = \underline{\quad}$

12. $9 + 4 = \underline{\quad}$

13. $2 + 7 = \underline{\quad}$

14. $5 - 1 = \underline{\quad}$

15. $9 + 1 = \underline{\quad}$

16. $7 - 6 = \underline{\quad}$

17. $13 - 4 = \underline{\quad}$

18. $2 + 6 = \underline{\quad}$

Name _____

On Your Own

Add or subtract.



19. $\begin{array}{r} 14 \\ - 5 \\ \hline \end{array}$	20. $\begin{array}{r} 2 \\ + 10 \\ \hline \end{array}$	21. $\begin{array}{r} 3 \\ + 3 \\ \hline \end{array}$	22. $\begin{array}{r} 14 \\ - 8 \\ \hline \end{array}$	23. $\begin{array}{r} 8 \\ + 9 \\ \hline \end{array}$	24. $\begin{array}{r} 6 \\ - 3 \\ \hline \end{array}$
25. $\begin{array}{r} 6 \\ - 5 \\ \hline \end{array}$	26. $\begin{array}{r} 2 \\ + 8 \\ \hline \end{array}$	27. $\begin{array}{r} 0 \\ + 5 \\ \hline \end{array}$	28. $\begin{array}{r} 10 \\ - 2 \\ \hline \end{array}$	29. $\begin{array}{r} 9 \\ + 9 \\ \hline \end{array}$	30. $\begin{array}{r} 5 \\ - 4 \\ \hline \end{array}$
31. $\begin{array}{r} 8 \\ - 8 \\ \hline \end{array}$	32. $\begin{array}{r} 10 \\ + 1 \\ \hline \end{array}$	33. $\begin{array}{r} 4 \\ + 7 \\ \hline \end{array}$	34. $\begin{array}{r} 9 \\ - 3 \\ \hline \end{array}$	35. $\begin{array}{r} 1 \\ + 8 \\ \hline \end{array}$	36. $\begin{array}{r} 17 \\ - 9 \\ \hline \end{array}$
37. $\begin{array}{r} 13 \\ - 7 \\ \hline \end{array}$	38. $\begin{array}{r} 6 \\ + 5 \\ \hline \end{array}$	39. $\begin{array}{r} 10 \\ + 2 \\ \hline \end{array}$	40. $\begin{array}{r} 14 \\ - 9 \\ \hline \end{array}$	41. $\begin{array}{r} 10 \\ + 10 \\ \hline \end{array}$	42. $\begin{array}{r} 11 \\ - 3 \\ \hline \end{array}$

43. **H.O.T.** Jamal thinks of an addition fact. The sum is 15. One addend is 8. What is a fact Jamal could be thinking of?

_____ ○ _____ ○ _____

PROBLEM SOLVING REAL WORLD

Write Math

Solve. Write or draw to explain.

44. There are 9 ants on a rock. Some more ants get on the rock. Now there are 18 ants on the rock. How many more ants got on the rock?



_____ more ants

45. Tom sees 8 ladybugs on a bush. Callie sees 14 ladybugs on the bush. How many more ladybugs does Callie see than Tom?



_____ more ladybugs

46. **H.O.T.** Fill in the blanks. Write a number sentence to solve.

Lin sees _____ bees. Some bees flew away. Now there are _____ bees. How many bees flew away?



_____ ○ _____ ○ _____
_____ bees

47. **★ Test Prep**

What is the sum?

$$6 + 8 = \underline{\quad}$$

6



8



10



14



TAKE HOME ACTIVITY • Have your child tell a strategy he or she would use to solve $4 + 8$.

Name _____

Add Tens

Essential Question How can you add tens?

HANDS ON Lesson 8.2

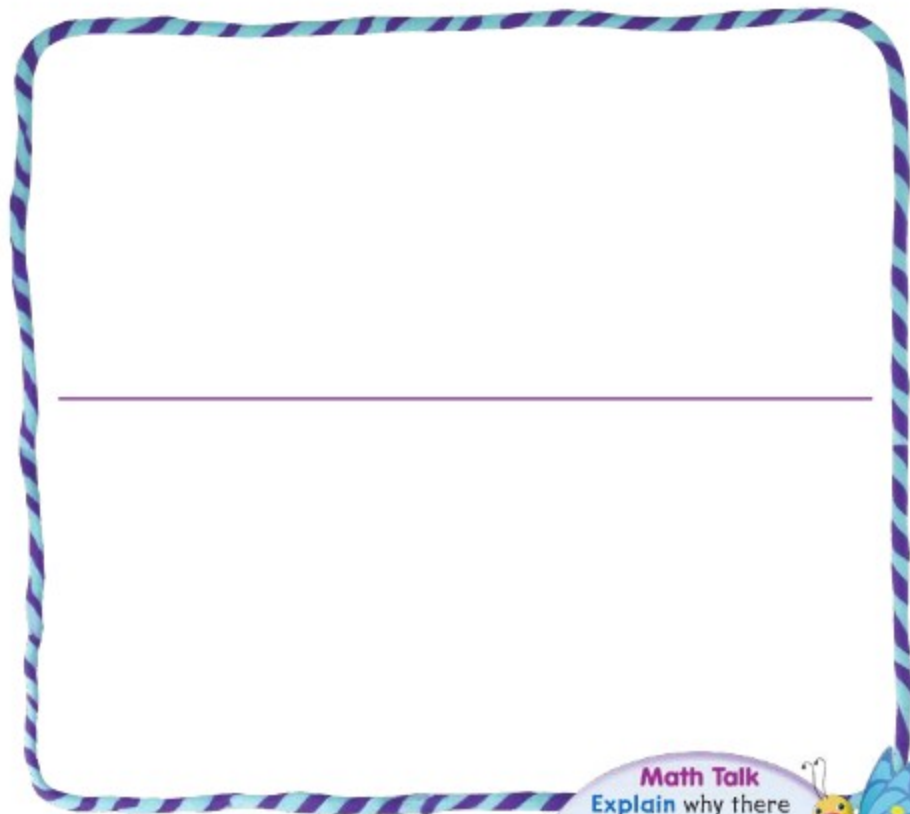
COMMON CORE STANDARD CC.1.NBT.4

Use place value understanding and properties of operations to add and subtract.

Listen and Draw



Choose a way to show the problem.
Draw a quick picture to show your work.



FOR THE TEACHER • Read the following problems. Barb has 20 pennies. Ed has 30 pennies. How many pennies do they have in all? Kyle has 40 pennies. Kim has 50 pennies. How many pennies do they have in all?

Math Talk

Explain why there will be no ones in your answer when you add $20 + 30$.



MATHEMATICAL PRACTICES

Model and Draw

How can you find $30 + 40$?



$$30 + 40 = \underline{70}$$



____ tens

Share and Show



Use . Draw to show tens.

Write the sum. Write how many tens.

1. $20 + 40 = \underline{\quad}$

2. $30 + 30 = \underline{\quad}$

____ tens

____ tens

3. $40 + 50 = \underline{\quad}$

4. $50 + 30 = \underline{\quad}$

____ tens

____ tens

Name _____

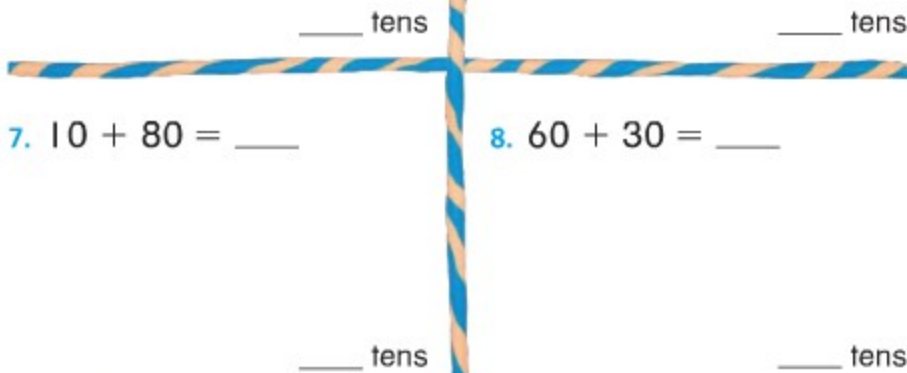
On Your Own

Draw to show tens. Write the sum.

Write how many tens.

5. $40 + 40 =$ _____

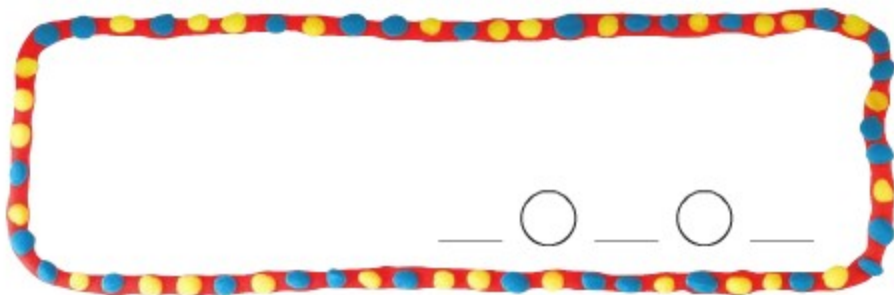
6. $70 + 20 =$ _____



7. $10 + 80 =$ _____

8. $60 + 30 =$ _____

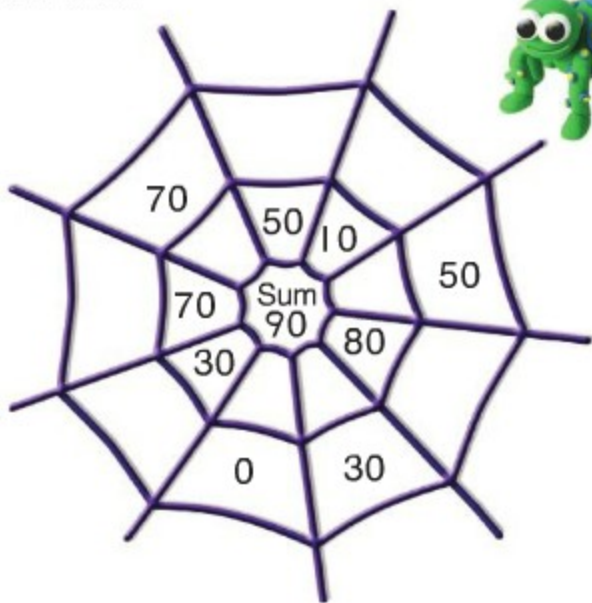
9. **H.O.T.** Draw two groups of tens you can add to get a sum of 50. Write the number sentence.



PROBLEM SOLVING

Write
Math

10. **H.O.T.** Complete the web.
Write the missing addend to
get a sum of 90.



11. **★ Test Prep** What is the sum?

$$50 + 20 = \underline{\hspace{2cm}}$$

7

☐

30

☐

52

☐

70

☐

TAKE HOME ACTIVITY • Ask your child to explain
how to use tens to find $20 + 70$.

Name _____

Subtract Tens

Essential Question How can you subtract tens?

HANDS ON Lesson 8.3

COMMON CORE STANDARD CC.1.NBT.6

Use place value understanding and properties of operations to add and subtract.

Listen and Draw



Choose a way to show the problem.
Draw a quick picture to show your work.

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FOR THE TEACHER • Read the following problems.
Tara has 30 seashells. 20 shells are big. The rest are small. How many small shells does she have?
Sammy has 50 shells. He gives 30 shells to his friend. How many shells does Sammy have left?

Math Talk

Explain how your picture shows the first problem.



MATHEMATICAL PRACTICES

Model and Draw

How can you find $80 - 30$?

$$80 - 30 = \underline{50}$$



____ tens

Share and Show



Use . Draw to show tens.

Write the difference. Write how many tens.

1. $60 - 20 = \underline{\quad}$

2. $70 - 30 = \underline{\quad}$

____ tens

____ tens

3. $80 - 20 = \underline{\quad}$

4. $90 - 40 = \underline{\quad}$

____ tens

____ tens

Name _____

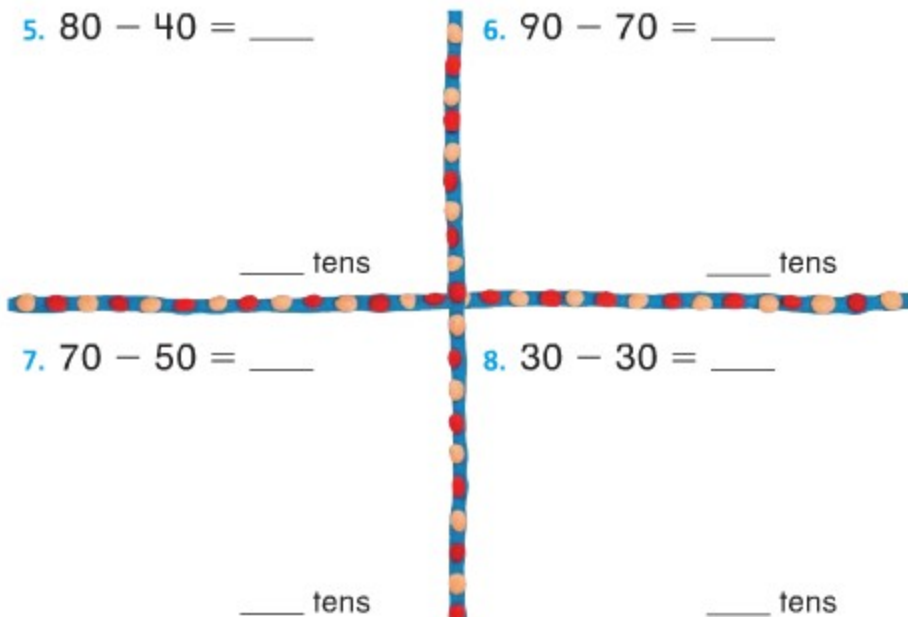
On Your Own

Draw to show tens. Write the difference.

Write how many tens.

5. $80 - 40 = \underline{\hspace{2cm}}$

6. $90 - 70 = \underline{\hspace{2cm}}$



Solve.

9. Jeff has 40 pennies. He gives some to Jill. He has 10 pennies left. How many pennies does Jeff give to Jill?

_____ pennies



TAKE HOME ACTIVITY • Ask your child to explain how to use tens to find $90 - 70$.

FOR MORE PRACTICE:
Standards Practice Book, pp. P155–P156

**Mid-Chapter Checkpoint****Concepts and Skills**

Add or subtract. (CC.1.OA.6)

1.
$$\begin{array}{r} 4 \\ + 8 \\ \hline \end{array}$$

2.
$$\begin{array}{r} 15 \\ - 7 \\ \hline \end{array}$$

3.
$$\begin{array}{r} 9 \\ - 6 \\ \hline \end{array}$$

4.
$$\begin{array}{r} 3 \\ + 1 \\ \hline \end{array}$$

5.
$$\begin{array}{r} 10 \\ + 6 \\ \hline \end{array}$$

6.
$$\begin{array}{r} 11 \\ - 2 \\ \hline \end{array}$$

Use . Draw to show tens.

Write the sum. Write how many tens. (CC.1.NBT.4)

7. $30 + 50 = \underline{\hspace{2cm}}$

 $\underline{\hspace{2cm}}$ tens

8. $40 + 20 = \underline{\hspace{2cm}}$

 $\underline{\hspace{2cm}}$ tens

Use . Draw to show tens.

Write the difference. Write how many tens. (CC.1.NBT.6)

9. $90 - 20 = \underline{\hspace{2cm}}$

 $\underline{\hspace{2cm}}$ tens

10. $60 - 40 = \underline{\hspace{2cm}}$

 $\underline{\hspace{2cm}}$ tens**Test Prep**

11. What is the difference? (CC.1.NBT.6)

$70 - 20 = \underline{\hspace{2cm}}$

90
○68
○50
○45
○

Use a Hundred Chart to Add

Essential Question How can you use a hundred chart to count on by ones or tens?

COMMON CORE STANDARD CC.1.NBT.4

Use place value understanding and properties of operations to add and subtract.

Listen and Draw

Use the hundred chart to solve the problems.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100



FOR THE TEACHER • Read the following problems.
 Alice picks 12 flowers. Then she picks 4 more flowers. How many flowers does Alice pick? Ella picks 10 strawberries. Then she picks 20 more strawberries. How many strawberries does Ella pick?

Math Talk

Describe how you can use a hundred chart to find each sum.



MATHEMATICAL PRACTICES

Model and Draw

Count on a hundred chart to find a sum.

Start at 24.
Count on four ones.
25, 26, 27, 28

$$24 + 4 = \underline{28}$$

Start at 31.
Count on four tens.
41, 51, 61, 71

$$31 + 40 = \underline{71}$$

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100



Share and Show



Use the hundred chart to add.
Count on by ones or tens.

1. $42 + 7 = \underline{\quad}$

2. $57 + 30 = \underline{\quad}$

3. $91 + 5 = \underline{\quad}$

4. $18 + 50 = \underline{\quad}$

On Your Own

How can you use the hundred chart to find each sum?

$$32 + 5 = \underline{\hspace{2cm}}$$

$$48 + 30 = \underline{\hspace{2cm}}$$

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Use the hundred chart to add.
Count on by ones or tens.



5. $13 + 70 = \underline{\hspace{2cm}}$

6. $22 + 6 = \underline{\hspace{2cm}}$

7. $71 + 3 = \underline{\hspace{2cm}}$

8. $49 + 50 = \underline{\hspace{2cm}}$

9. $53 + 4 = \underline{\hspace{2cm}}$

10. $25 + 40 = \underline{\hspace{2cm}}$

11. $2 + 84 = \underline{\hspace{2cm}}$

12. $60 + 12 = \underline{\hspace{2cm}}$

13. **H.O.T.** $31 + 20 + 40 = \underline{\hspace{2cm}}$



PROBLEM SOLVING

REAL

WORLD

Write
Math

Choose a way to solve. Draw or write to show your work.

14. 48 leaves fall from a tree.
Then 20 more leaves fall.
How many leaves have
fallen?



_____ leaves

15. **H.O.T.** Jeff is at the pond.
He sees 14 turtles on a log,
2 turtles on the shore, and
3 turtles in the water. How
many turtles does
Jeff see?



_____ turtles

16. **H.O.T.** Rae put 20 books away.
She put 20 more books away,
then 11 more. How many
books did Rae put
away?



_____ books

17. **★ Test Prep** What is the sum?

$$53 + 30 = \underline{\quad}$$

83



80



56



23



TAKE HOME ACTIVITY • On a piece of paper, write $36 + 40$.
Ask your child to explain how to use the hundred chart to
count on by tens to find the sum.

Name _____

Use Models to Add

Essential Question How can models help you add ones or tens to a two-digit number?

HANDS ON Lesson 8.5

COMMON CORE STANDARD CC.1.NBT.4

Use place value understanding and properties of operations to add and subtract.

Listen and Draw



Draw to show how you can find the sum.

$$14 + 5 = \underline{\quad}$$



FOR THE TEACHER • Read the following problem.
Amir counts 14 cars as they go by. Then he counts 5 more cars. How many cars does Amir count in all?

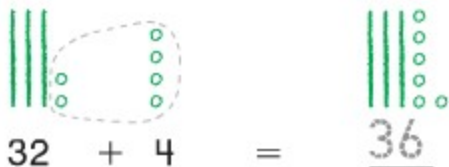
Math Talk
Explain how you found the sum.



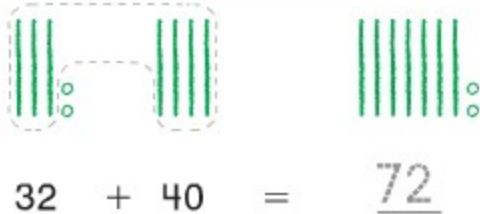
MATHEMATICAL PRACTICES

Model and Draw

Add ones to
a two-digit
number.



Add tens to
a two-digit
number.



Share and Show



Use . Draw to show how to
add the ones. Write the sum.

1. $27 + 2 = \underline{\quad}$

2. $41 + 5 = \underline{\quad}$

Use . Draw to show how to
add the tens. Write the sum.

3. $13 + 50 = \underline{\quad}$

4. $28 + 30 = \underline{\quad}$

Name _____

On Your Own

Use  and your MathBoard.
Add the ones or tens. Write the sum.



5. $65 + 3 = \underline{\quad}$

6. $81 + 8 = \underline{\quad}$

7. $54 + 20 = \underline{\quad}$

8. $32 + 10 = \underline{\quad}$

9. $95 + 2 = \underline{\quad}$

10. $25 + 60 = \underline{\quad}$

11. $2 + 54 = \underline{\quad}$

12. $70 + 29 = \underline{\quad}$

13. $40 + 58 = \underline{\quad}$

14. $7 + 70 = \underline{\quad}$



Make a sum of 45. Draw a quick picture. Write the number sentence.

15. Add ones to a two-digit number.

$\underline{\quad} + \underline{\quad} = 45$

16. Add tens to a two-digit number.

$\underline{\quad} + \underline{\quad} = 45$

PROBLEM SOLVING

REAL

WORLD

Write
Math

Choose a way to solve. Draw or write to show your work.

17. There are 7 oak trees and 32 pine trees in the park. How many trees are in the park?

_____ trees



18. Rita picks 63 strawberries. Then she picks 30 more. How many strawberries does Rita pick?

_____ strawberries



19. **H.O.T.** Kenny planted two rows of corn. He used 20 seeds in each row. He has 18 seeds left. How many seeds of corn did Kenny have in all?

_____ seeds



20. **★ Test Prep**

What is the sum?

$$37 + 20 = \underline{\hspace{2cm}}$$

59

☐

57

☐

50

☐

39

☐

TAKE HOME ACTIVITY • Give your child the addition problems $25 + 3$ and $25 + 30$. Ask your child to explain how to solve each problem.

Name _____

Make Ten to Add

Essential Question How can making a ten help you add a two-digit number and a one-digit number?

HANDS ON Lesson 8.6

COMMON CORE STANDARD CC.1.NBT.4

Use place value understanding and properties of operations to add and subtract.

Listen and Draw



Use . Draw to show how you can find the sum.

$$21 + 6 = \underline{\quad}$$

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FOR THE TEACHER • Read the following problem.
Sally has 21 stickers in her sticker book. She gets 6 more stickers. How many stickers does Sally have in all?

Math Talk

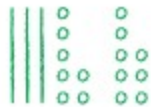
Explain how your model shows the sum of $21 + 6$.



MATHEMATICAL PRACTICES

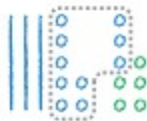
Model and Draw

Make a ten to find $37 + 8$.



$$37 + 8$$

What can I add to 7 to make 10?



$$37 + 3 + 5$$



$$40 + 5$$



$$\underline{40} + \underline{5} = \underline{45}$$

$$\text{So, } 37 + 8 = \underline{45}.$$

Share and Show



Use . Draw to show how you make a ten. Find the sum.

1. $49 + 3 = ?$



$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

$$\text{So, } 49 + 3 = \underline{\quad}.$$

Name _____

On Your Own

Use . Draw to show how you make a ten. Find the sum.

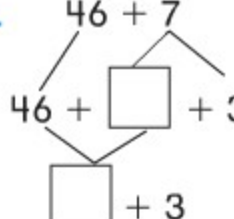
2. $39 + 7 = \underline{\hspace{2cm}}$

3. $72 + 9 = \underline{\hspace{2cm}}$

4. $58 + 5 = \underline{\hspace{2cm}}$

 **H.O.T.** Solve. Write the numbers.

5. $46 + 7$

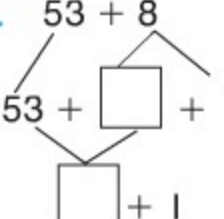


$46 + \square + 3$

$\square + 3$

So, $46 + 7 = \underline{\hspace{2cm}}$.

6. $53 + 8$



$53 + \square + 1$

$\square + 1$

So, $53 + 8 = \underline{\hspace{2cm}}$.

PROBLEM SOLVING

REAL

WORLD

Write
Math

Choose a way to solve. Draw or write to show your work.

7. Koby puts 24 daisies and 8 tulips in a vase. How many flowers are in the vase?



____ flowers

8. **H.O.T.** Write the missing addend.

$$46 + \square = 52$$

9. **H.O.T.** There are 27 ducklings in the water. 20 of them come out of the water. How many ducklings are still in the water?



____ ducklings

10. ★ **Test Prep**

What is $35 + 6$?

95

☐

41

☐

40

☐

11

☐

TAKE HOME ACTIVITY • Ask your child to explain how to find the sum for $25 + 9$.

Name _____

Use Place Value to Add

Essential Question How can you model tens and ones to help you add two-digit numbers?

HANDS ON Lesson 8.7

COMMON CORE STANDARD CC.1.NBT.4

Use place value understanding and properties of operations to add and subtract.

Listen and Draw



Model the problem with .

Draw a quick picture to show your work.

Tens	Ones

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FOR THE TEACHER • Read the following problem.
Cameron has 30 shiny pennies and 25 dull pennies.
How many pennies does Cameron have?

Math Talk

How many tens?
How many ones?
How many in all?

Explain.



MATHEMATICAL PRACTICES

Model and Draw

How can you use tens and ones to add?

$$\begin{array}{r} 35 \\ + 38 \\ \hline \end{array}$$

Tens	Ones

$$\begin{array}{l} 3 \text{ tens} + 5 \text{ ones} \\ 3 \text{ tens} + 8 \text{ ones} \\ \hline \underline{6} \text{ tens} + \underline{13} \text{ ones} \\ \underline{60} + \underline{13} = \underline{73} \end{array}$$

$$\begin{array}{r} 35 \\ + 38 \\ \hline 73 \end{array}$$



Share and Show



Draw a quick picture.

Use tens and ones to add.



$$\begin{array}{r} 81 \\ + 14 \\ \hline \end{array}$$

Tens	Ones

$$\begin{array}{l} 8 \text{ tens} + 1 \text{ one} \\ 1 \text{ ten} + 4 \text{ ones} \\ \hline \underline{\quad} \text{ tens} + \underline{\quad} \text{ ones} \\ \underline{\quad} + \underline{\quad} = \underline{\quad} \end{array}$$

$$\begin{array}{r} 81 \\ + 14 \\ \hline \end{array}$$

Name _____



On Your Own

Draw a quick picture. Use tens and ones to add.

2.

$$\begin{array}{r} 43 \\ + 37 \\ \hline \end{array}$$

Tens	Ones

$$\begin{array}{r} 4 \text{ tens} + 3 \text{ ones} \\ 3 \text{ tens} + 7 \text{ ones} \\ \hline \text{___ tens} + \text{___ ones} \\ \text{___} + \text{___} = \text{___} \end{array}$$

$$\begin{array}{r} 43 \\ + 37 \\ \hline \end{array}$$

3.

$$\begin{array}{r} 62 \\ + 23 \\ \hline \end{array}$$

Tens	Ones

$$\begin{array}{r} 6 \text{ tens} + 2 \text{ ones} \\ 2 \text{ tens} + 3 \text{ ones} \\ \hline \text{___ tens} + \text{___ ones} \\ \text{___} + \text{___} = \text{___} \end{array}$$

$$\begin{array}{r} 62 \\ + 23 \\ \hline \end{array}$$

4.

$$\begin{array}{r} 27 \\ + 34 \\ \hline \end{array}$$

Tens	Ones

$$\begin{array}{r} 2 \text{ tens} + 7 \text{ ones} \\ 3 \text{ tens} + 4 \text{ ones} \\ \hline \text{___ tens} + \text{___ ones} \\ \text{___} + \text{___} = \text{___} \end{array}$$

$$\begin{array}{r} 27 \\ + 34 \\ \hline \end{array}$$

H.O.T. Solve.

5. $28 + 17$

$$28 + \text{___} + 15$$

$$\text{___} + 15 = \text{___}$$

So, $28 + 17 = \text{___}$.

6. $59 + 13$

$$59 + \text{___} + 12$$

$$\text{___} + 12 = \text{___}$$

So, $59 + 13 = \text{___}$.

PROBLEM SOLVING

REAL

WORLD

Write
Math

7. Draw a quick picture to solve.
Kim has 24 marbles. Al has
47 marbles. How many
marbles do they have
in all?

_____ marbles in all

Tens	Ones

8. **H.O.T.** Choose two addends
from 11 to 49. Draw them.
Add in any order to solve.

Addend

Addend

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

9. **★ Test Prep**

How many tens and ones
are in the sum?

$$\begin{array}{r} 54 \\ + 32 \\ \hline \end{array}$$

- ☐ 2 tens and 2 ones
- ☐ 2 tens and 6 ones
- ☐ 8 tens and 2 ones
- ☐ 8 tens and 6 ones



TAKE HOME ACTIVITY • Write the numbers 42 and 17. Have your child tell how to find the sum by adding the tens and ones.

Name _____

Problem Solving • Addition Word Problems

Essential Question How can drawing a picture help you explain how to solve an addition problem?

PROBLEM SOLVING Lesson 8.8

COMMON CORE STANDARD CC.1.NBT.4

Use place value understanding and properties of operations to add and subtract.

Kelly gets 6 new toy cars.
He already has 18 toy cars.
How many does he have now?



Unlock the Problem

What do I need to find?

how many toy cars
Kelly has now

What information do I need to use?

Kelly has 18 cars.

He gets 6 more cars.

Show how to solve the problem.



HOME CONNECTION • Being able to show and explain how to solve a problem helps your child build on their understanding of addition.

Try Another Problem

Draw and write to solve.
Explain your reasoning.

- What do I need to find?
- What information do I need to use?

1. Aisha picks 60 blueberries to make a pie. Then she picks 12 more to eat. How many blueberries does Aisha pick?

_____ blueberries



2. Yuri collects 21 cans for the school food drive. Leo collects 36 cans. How many cans do Yuri and Leo collect?

_____ cans



Math Talk

Explain the addition strategy you used to solve Exercise 1.



Share and Show

Draw and write to solve. Explain your reasoning.



3. Tyra sees 48 geese in the field. Then she sees 17 more geese in the sky. How many geese does Tyra see?



_____ geese

4. Jade paints 35 circles and 45 triangles in art class. How many shapes does Jade paint?



_____ shapes

5. **H.O.T.** It takes 23 hops to get across the yard. How many hops does it take to get across the yard and back?



_____ hops

On Your Own

Choose a way to solve. Draw or write to explain.



6. Lisa uses 4 square beads and 8 round beads to make a bracelet. She makes another bracelet the same way. How many beads does Lisa use?



_____ beads

7. Julian sells 3 books of tickets for the school fair. Each book has 20 tickets. How many tickets does Julian sell?



_____ tickets

8. **H.O.T.** I have some red roses and pink roses. I have 14 red roses. I have 8 more pink roses than red roses. How many roses do I have?



_____ roses

9. **★ Test Prep** I have 34 small shells and 14 big shells. How many shells do I have?



34



38



44



48



TAKE HOME ACTIVITY • Ask your child to solve $16 + 7$, $30 + 68$, and $53 + 24$. Ask him or her to explain how they solved each problem.

Name _____

Lesson 8.4

Practice Addition and Subtraction

Essential Question What different ways can you use to add and subtract?

COMMON CORE STANDARDS CC.1.NBT.4, CC.1.NBT.6

Use place value understanding and properties of operations to add and subtract.

Listen and Draw



Draw to show the problem.
Then solve.

_____ ○ _____ ○ _____

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FOR THE TEACHER • Read the following problem.
The class collects paper bags for an art project.
Ron brings 7 more bags than Ben. Ben brings
35 bags. How many bags does Ron bring?

Math Talk

How did you solve
the problem?
Explain.



**MATHEMATICAL
PRACTICES**

Model and Draw

What ways have you learned to add and subtract?

$$5 + 9 = \underline{\quad}$$

THINK
9 + 5 is the same
as 10 + .

$$50 - 30 = \underline{\quad}$$

THINK
5 tens - 3 tens.

$$51 + 21 = \underline{\quad}$$

THINK
5 tens + 2 tens.
1 one + 1 one.

Share and Show



Add or subtract.

$$1. 30 + 60 = \underline{\quad} \quad 2. 73 + 5 = \underline{\quad} \quad 3. 10 - 4 = \underline{\quad}$$

$$4. 29 + 4 = \underline{\quad} \quad 5. 9 + 9 = \underline{\quad} \quad 6. 5 + 6 = \underline{\quad}$$

$$7. 25 + 54 = \underline{\quad} \quad 8. 15 - 8 = \underline{\quad} \quad 9. 40 + 10 = \underline{\quad}$$

$$10. 40 - 10 = \underline{\quad} \quad 11. 14 - 7 = \underline{\quad} \quad 12. 90 - 70 = \underline{\quad}$$

$$13. 86 + 12 = \underline{\quad} \quad 14. 1 + 9 = \underline{\quad} \quad 15. 6 + 7 = \underline{\quad}$$

$$16. 9 - 2 = \underline{\quad} \quad 17. 8 + 31 = \underline{\quad} \quad 18. 50 + 11 = \underline{\quad}$$

Name _____

On Your Own

Add or subtract.



$$\begin{array}{r} 19. \quad 12 \\ - 3 \\ \hline \end{array}$$

$$\begin{array}{r} 20. \quad 10 \\ + 10 \\ \hline \end{array}$$

$$\begin{array}{r} 21. \quad 7 \\ + 42 \\ \hline \end{array}$$

$$\begin{array}{r} 22. \quad 41 \\ + 36 \\ \hline \end{array}$$

$$\begin{array}{r} 23. \quad 8 \\ + 10 \\ \hline \end{array}$$

$$\begin{array}{r} 24. \quad 16 \\ + 7 \\ \hline \end{array}$$

$$\begin{array}{r} 25. \quad 6 \\ - 6 \\ \hline \end{array}$$

$$\begin{array}{r} 26. \quad 3 \\ + 8 \\ \hline \end{array}$$

$$\begin{array}{r} 27. \quad 64 \\ + 3 \\ \hline \end{array}$$

$$\begin{array}{r} 28. \quad 60 \\ - 30 \\ \hline \end{array}$$

$$\begin{array}{r} 29. \quad 2 \\ + 7 \\ \hline \end{array}$$

$$\begin{array}{r} 30. \quad 5 \\ - 1 \\ \hline \end{array}$$

$$\begin{array}{r} 31. \quad 13 \\ - 5 \\ \hline \end{array}$$

$$\begin{array}{r} 32. \quad 52 \\ + 40 \\ \hline \end{array}$$

$$\begin{array}{r} 33. \quad 3 \\ + 2 \\ \hline \end{array}$$

$$\begin{array}{r} 34. \quad 30 \\ + 50 \\ \hline \end{array}$$

$$\begin{array}{r} 35. \quad 8 \\ + 4 \\ \hline \end{array}$$

$$\begin{array}{r} 36. \quad 18 \\ - 8 \\ \hline \end{array}$$

$$\begin{array}{r} 37. \quad 20 \\ + 13 \\ \hline \end{array}$$

$$\begin{array}{r} 38. \quad 70 \\ - 50 \\ \hline \end{array}$$

$$\begin{array}{r} 39. \quad 29 \\ + 2 \\ \hline \end{array}$$

$$\begin{array}{r} 40. \quad 34 \\ + 24 \\ \hline \end{array}$$

$$\begin{array}{r} 41. \quad 20 \\ + 70 \\ \hline \end{array}$$

$$\begin{array}{r} 42. \quad 11 \\ - 7 \\ \hline \end{array}$$

PROBLEM SOLVING

REAL

WORLD

Write
Math

Solve. Write or draw to explain.

43. Jane drew some stars. Then she drew 9 more stars. Now there are 19 stars. How many stars did Jane draw first?

____ stars

44. Adel drew 10 more stars than Charlie. Charlie drew 24 stars. How many stars did Adel draw?

____ stars

45. **H.O.T.** Write three ways to get a sum of 49.

$$\underline{\quad} \bigcirc \underline{\quad} = 49$$

$$\underline{\quad} \bigcirc \underline{\quad} = 49$$

$$\underline{\quad} \bigcirc \underline{\quad} = 49$$

46. ★ **Test Prep** What is the sum? $40 + 38 = \underline{\quad}$

38



48



70



78



TAKE HOME ACTIVITY • Have your child explain how he or she solved Exercise 43.



Chapter 8 Review/Test

Vocabulary

Write how many **tens** there are in the sum or difference. (p. 322)

1. $70 - 40 = 30$



_____ tens

2. $20 + 30 = 50$



_____ tens

Concepts and Skills

Use the hundred chart to add. Count on by ones or tens. (CC.1.NBT.4)

3. $22 + 6 =$ _____

4. $41 + 40 =$ _____

5. $2 + 31 =$ _____

6. $80 + 15 =$ _____

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

7. What is the difference?

(CC.1.NBT.6)

$$50 - 40 = \underline{\quad}$$

9



10



54



90



8. What is the sum?

(CC.1.NBT.4)

$$18 + 50 = \underline{\quad}$$

58



60



68



88



9. Which shows a way you can make a ten to find $26 + 7$?

(CC.1.NBT.4)



$$20 + 10$$



$$30 + 3$$



$$30 + 13$$



$$40 + 3$$



10. Pam has 20 crayons. She gets a new box of 64 crayons. How many crayons does Pam have now?

(CC.1.NBT.4)

24



30



66



84



- 11. What is the sum?**

(CC.1.NBT.4)

$10 + 70 = \underline{\quad}$

8

☐

17

☐

71

☐

80

☐

- 12. What is the sum?**

(CC.1.NBT.4)

$65 + 9 = \underline{\quad}$

47

☐

70

☐

74

☐

95

☐

- 13. What is the sum?**

(CC.1.NBT.4)

$$\begin{array}{r} 54 \\ + 32 \\ \hline \end{array}$$

22

☐

26

☐

82

☐

86

☐

- 14. What is the sum?**

(CC.1.NBT.4)

$43 + 5 = \underline{\quad}$

45

☐

48

☐

75

☐

93

☐

- 15. What is the sum?**

(CC.1.NBT.4)

$$\begin{array}{r} 18 \\ + 41 \\ \hline \end{array}$$

51

☐

58

☐

59

☐

69

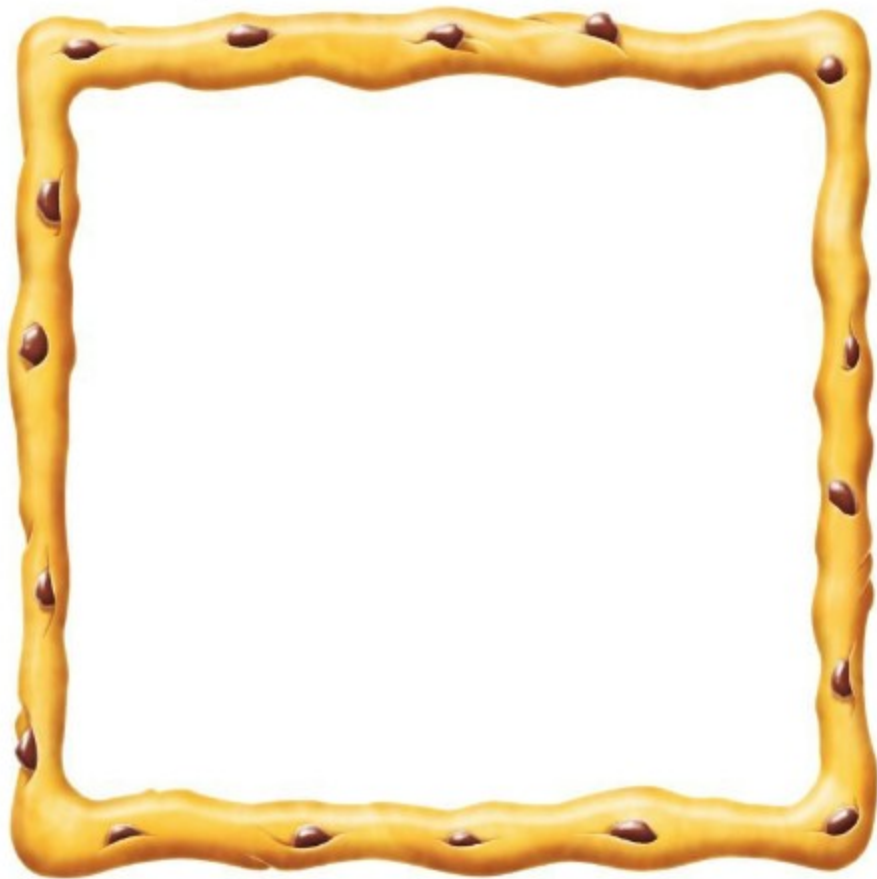
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Performance Task (CC.1.NBT.4)

Jamie is baking cookies. She bakes 24 chocolate chip cookies and 18 oatmeal cookies. How many cookies does Jamie bake?



Use numbers, pictures, or words to show your work.

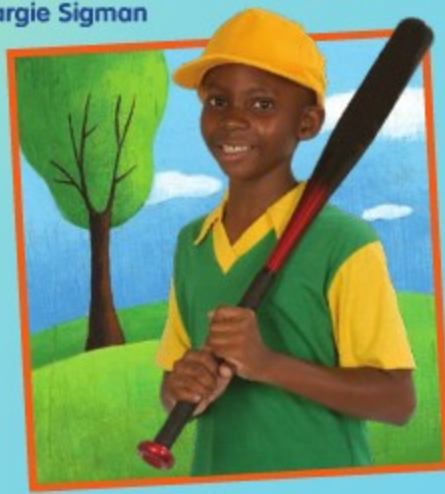




All kinds of

Weather

written by Margie Sigman





In rainy weather,
We play together.

Things We Use for Rainy Weather



raincoats



umbrellas

Use ● to complete the graph.

How many raincoats do you see? _____

How many umbrellas do you see? _____



In sunny weather,
We play together.



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Things We Use for Sunny Weather



sun hats



sunglasses

Use ● to complete the graph.

How many sunglasses do you see? _____

How many sun hats do you see? _____



Whatever the weather,
We play together.



Write About the Story

Use ●. Show some sun hats and sunglasses in each category on the graph.

Vocabulary Review

category

classify

graph

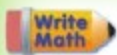
Things We Use for Sunny Weather



sun hats



sunglasses



Write a sentence telling how many sun hats there are.

Write a sentence telling how many sunglasses there are.

A sheet of handwriting practice paper with a light green background. It features four sets of horizontal lines for writing practice. Each set consists of three lines: a solid top line, a dashed middle line, and a solid bottom line. The sets are evenly spaced vertically across the page.

More or Fewer?



1. Show more raincoats than umbrellas.

Use ● in each category.

Things We Use for Rainy Weather



raincoats



umbrellas

2. Show fewer raincoats than umbrellas.

Use ● in each category.

Things We Use for Rainy Weather



raincoats



umbrellas



Write a story problem about raincoats and umbrellas. Tell how to classify each item in the correct category.

Measurement

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Curious About Math with

**Curious
George**

What objects in the picture are shorter than the arch?



Show What You Know**Bigger and Smaller**

Circle the bigger object.

1.



Circle the smaller object.

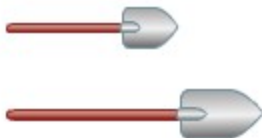
2.

**Compare Length**

Circle the longer object.

Draw a line under the shorter object.

3.



4.

**Numbers 1 to 10**

Write each number in order to 10.

5.

1 10

Family note: This page checks your child's understanding of important skills needed for success in Chapter 9.



Assessment Options
Soar to Success Math

Name _____

Vocabulary Builder

Review Words

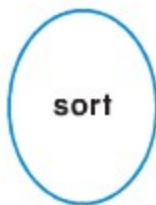
nine	ten
eleven	twelve
long	longer
short	shorter

Visualize It

Sort the review words from the box.

length

long



numbers

nine

Understand Vocabulary

Complete the sentences with the correct word.

1. A crayon is _____ than a marker.
2. A toothbrush is _____ than a paper clip.

Write the name below the number.

3. 9 10 11 12
- _____

Game

Game Measure UP!

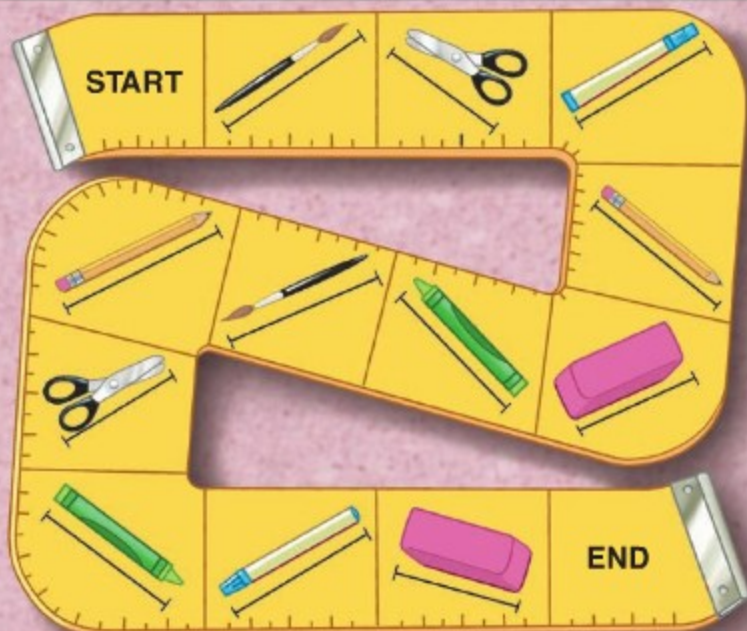
Materials



Play with a partner.

- 1 Put  on START.
- 2 Spin the . Move your  that many spaces. Take that object.
- 3 Your partner spins, moves, and takes that object.

- 4 Compare the lengths of the two objects.
- 5 The player with the longer object places a ● on the space. If both objects are the same length, both players put a ● on the board.
- 6 Keep playing until one person gets to END. The player with the most ● wins.



Name _____

Order Length

Essential Question How do you order objects by length?

HANDS ON Lesson 4.1

COMMON CORE STANDARD CC.1.MD.1

Measure lengths indirectly and by iterating length units.

Listen and Draw



Use objects to show the problem.
Draw to show your work.



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FOR THE TEACHER • Read the problem. Have children use classroom objects to act it out. Rosa has something that is longer than the drinking straw. She has another object that is shorter than the key. What objects might she have?

Math Talk

Compare the straw and the key. Which is longer? Which is shorter? **Explain.**



MATHEMATICAL PRACTICES

Model and Draw

Order three pieces of yarn from **shortest** to **longest**. Draw the missing piece of yarn.

shortest	
	
longest	

Share and Show



Draw three lines in order from **shortest** to **longest**.

1. shortest	
2.	
3. longest	

Draw three lines in order from **longest** to **shortest**.

4. longest	
5.	
6. shortest	

Name _____

On Your Own



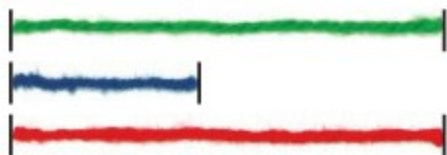
Draw three crayons in order from **shortest** to **longest**.

7. shortest	
8.	
9. longest	

Draw three crayons in order from **longest** to **shortest**.

10. longest	
11.	
12. shortest	

13.  Complete each sentence.



The _____ yarn is the shortest.

The _____ yarn and the _____ yarn
are the same length.

PROBLEM SOLVING

REAL

WORLD

Write
Math

Solve.

14. Draw four objects in order from shortest to longest.

Objects

15. **H.O.T.** The string is shorter than the ribbon. The chain is shorter than the ribbon. Circle the longest object.

string

ribbon

chain

16. **★ Test Prep** Which ribbon is the shortest?



TAKE HOME ACTIVITY • Show your child three different lengths of objects, such as three pencils or spoons. Ask him or her to order the objects from shortest to longest.

Indirect Measurement

Essential Question How can you compare lengths of three objects to put them in order?

COMMON CORE STANDARD CC.1.MD.1

Measure lengths indirectly and by iterating length units.

Listen and Draw

Clue 1: A yellow string is shorter than a blue string.

Clue 2: The blue string is shorter than a red string.

Clue 3: The yellow string is shorter than the red string.

yellow

blue

red



FOR THE TEACHER • Read the clues. Have children use the MathBoard to draw each clue. Then have children draw the strings in order from shortest to longest.

Math Talk

Explain how the clues helped you draw the strings in the correct order.



MATHEMATICAL PRACTICES

Model and Draw

Use the clues. Write **shorter** or **longer** to complete the sentence. Then draw to prove your answer.

Clue 1: A green pencil is longer than an orange pencil.

Clue 2: The orange pencil is longer than a brown pencil.

So, the green pencil is longer than the brown pencil.

brown

orange



green

Share and Show



Use the clues. Write **shorter** or **longer** to complete the sentence. Then draw to prove your answer.

1. Clue 1: A red line is shorter than a blue line.

Clue 2: The blue line is shorter than a purple line.

So, the red line is _____ than the purple line.

red

blue

purple

Name _____

On Your Own



Use the clues. Write **shorter** or **longer** to complete the sentence. Then draw to prove your answer.

2. Clue 1: A green line is shorter than a pink line.

Clue 2: The pink line is shorter than a blue line.

So, the green line is _____ than the blue line.

green	
pink	
blue	

3. Clue 1: An orange line is longer than a yellow line.

Clue 2: The yellow line is longer than a red line.

So, the orange line is _____ than the red line.

red	
yellow	
orange	

PROBLEM SOLVING

REAL WORLD

Write Math

4. **H.O.T.** The ribbon is longer than the yarn. The yarn is longer than the string. The yarn and the pencil are the same length. Draw the lengths of the objects next to their labels.

ribbon	
yarn	
pencil	
string	

5. **★ Test Prep** A green line is shorter than the orange line. The orange line is shorter than a blue line. Which is correct?



TAKE HOME ACTIVITY • Show your child the length of one object. Then show your child an object that is longer and an object that is shorter than the first object.

Name _____

Use Nonstandard Units to Measure Length

Essential Question How do you measure length using nonstandard units?

HANDS ON Lesson 4.3

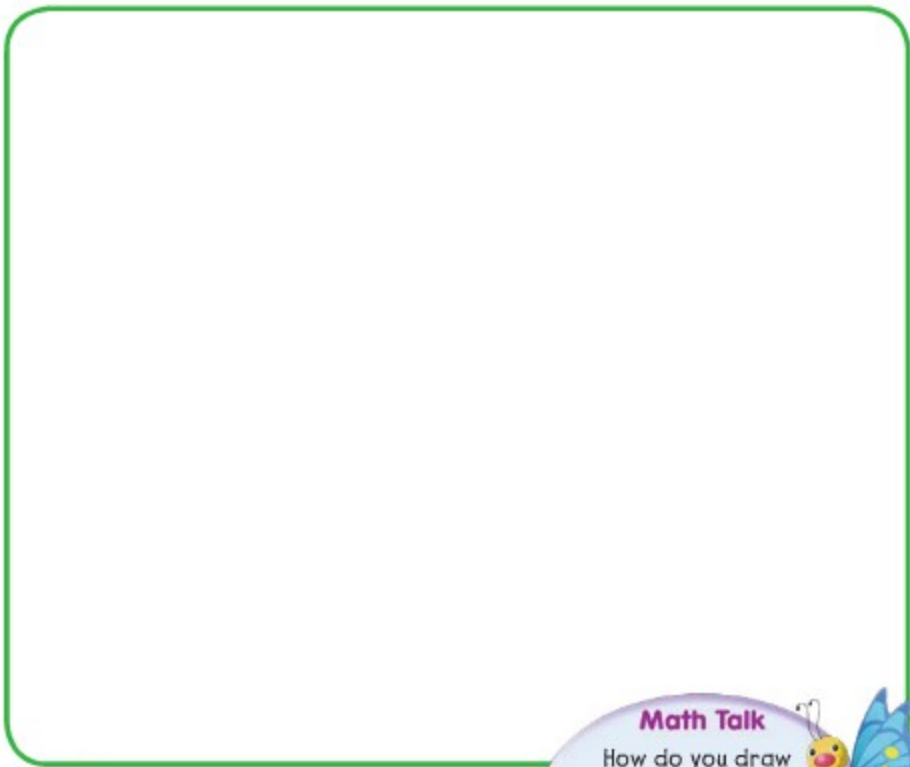
COMMON CORE STANDARD CC.1.MD.2

Measure lengths indirectly and by iterating length units.

Listen and Draw



Draw to show the problem.



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FOR THE TEACHER • Read the problem. Jimmy sees that his boat is about 6 color tiles long. Draw Jimmy's boat. Draw the color tiles to show how you measured.

Math Talk

How do you draw the boat to be the right length?
Explain.



MATHEMATICAL PRACTICES

Model and Draw

You can use  to measure length.
Write how many.



about ____ 

Share and Show



Use real objects. Use  to measure.

1.



about ____ 

2.



about ____ 

3.



about ____ 

4.



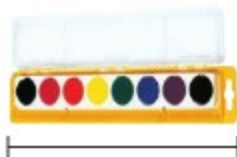
about ____ 

Name _____

On Your Own

Use real objects. Use  to measure.

5.



about ____ 

6.



about ____ 

7.



about ____ 

8.



about ____ 

9.



The green yarn is about 2  long.
About how long is the blue yarn?



about ____ 

PROBLEM SOLVING REAL WORLD

Write Math

Solve.

10. Mark measures a real glue stick with .
About how long is a glue stick?
Circle the answer that is most reasonable.

about 1  about 4  about 10 



11.  Bo has 4 ribbons. Circle the ribbon that is less than 3  long but more than 1  long.



12.  **Test Prep** Use . Ray measures the key with . About how long is the key?



- ☐ about 1  long
☐ about 2  long
☐ about 3  long
☐ about 4  long



TAKE HOME ACTIVITY • Give your child paper clips or other small objects that are the same length. Have him or her estimate the lengths of objects around the house and then measure to check.

Name _____

HANDS ON Lesson 4.4

Make a Nonstandard Measuring Tool

Essential Question How do you use a nonstandard measuring tool to measure length?

COMMON CORE STANDARD CC.1.MD.2

Measure lengths indirectly and by iterating length units.

Listen and Draw



Circle the name of the child who measured correctly.

Alli

Sid

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FOR THE TEACHER • Read the problem. Sid and Alli measure the same pencil. Sid says it is about 4 paper clips long. Alli says it is about 3 paper clips long. Circle the name of the child who measured correctly.

Math Talk

Explain how you know who measured correctly.



MATHEMATICAL PRACTICES

Model and Draw

Make your own paper clip measuring tool like the one on the shelf. Measure the length of the door. About how long is the door?



about _____ 

Share and Show



Use real objects and the measuring tool you made. Measure. Circle the longest object. Underline the shortest object.

1.



about _____ 

2.



about _____ 

3.



about _____ 

4.

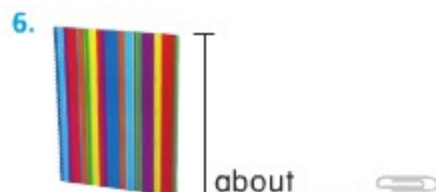
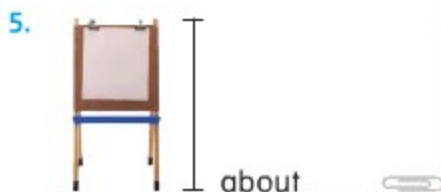


about _____ 

Name _____

On Your Own

Use the measuring tool you made.
Measure real objects.



9.  Cody measured his real lunch box. It is about 10  long. About how long is Cody's real pencil?

about _____ 



Cody's lunch box
and pencil

PROBLEM SOLVING

REAL WORLD

Write Math

Solve.

10. **H.O.T.** Lisa tried to measure the pencil. She thinks the pencil is 5 paper clips long. How long is the pencil?



about _____

11. **★ Test Prep** Use . Which string is about 3 long?



TAKE HOME ACTIVITY • Have your child measure different objects around the house using a paper clip measuring tool.

Name _____

Problem Solving • Measure and Compare

Essential Question How can acting it out help you solve measurement problems?

PROBLEM SOLVING Lesson 4.5

COMMON CORE STANDARD CC.1.MD.2

Measure lengths indirectly and by iterating length units.

The blue ribbon is about 4  long. The red ribbon is 1  long. The green ribbon is 2  longer than red ribbon. Measure and draw the ribbons in order from **shortest** to **longest**.



Unlock the Problem

What do I need to find?

order the ribbons from

shortest to
longest

What information do I need to use?

Measure the
ribbons using paper clips.

Show how to solve the problem.

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HOME CONNECTION • Have your child act out a measurement problem by finding the lengths of 3 objects and order them from shortest to longest.

Try Another Problem

Zack has 3 ribbons. The yellow ribbon is about 4  long. The orange ribbon is 3  shorter than the yellow ribbon. The blue ribbon is 2  longer than the yellow ribbon.

- What do I need to find?
- What information do I need to use?

Measure and draw the ribbons in order from **longest** to **shortest**.

1.



about ____ 

2.



about ____ 

3.



about ____ 

Math Talk

How many paper clips shorter is the orange ribbon than the blue ribbon?

Explain.



MATHEMATICAL PRACTICES

Share and Show

Solve. Draw or write to explain.



4. Lisa measures her shoe to be about 5 long. Measure and draw an object that is 3 shorter than her shoe. Measure and draw an object that is 2 longer than her shoe.

5. **H.O.T.** Noah measures a marker to be about 4 long and a pencil to be about 6 long. Draw an object that is 1 longer than the marker and 1 shorter than the pencil.



✓ Mid-Chapter Checkpoint

Concepts and Skills

Draw three crayons in order from **shortest** to **longest**. (CC.1.MD.1)

1.

shortest	
longest	

Use  to measure. (CC.1.MD.2)

2. 

about ____ 

3. ★ **Test Prep** Kiley measures a package with her paper clip measuring tool. About how long is the package? (CC.1.MD.2)



- ☐ about 1 
☐ about 5 
☐ about 10 
☐ about 20 

Time to the Hour

Essential Question How do you tell time to the hour on a clock that has only an hour hand?

COMMON CORE STANDARD CC.1.MD.3

Tell and write time.

Listen and Draw

Start at 1.

Write the missing numbers.

Start

1	2		4	5	6	7	8		10	11	12
---	---	--	---	---	---	---	---	--	----	----	----



HOME CONNECTION • A clock face with only an hour hand can make it easier for your child to learn to tell time.

Math Talk

How are a clock face and ordering numbers alike? **Explain.**



MATHEMATICAL PRACTICES

Model and Draw

What does this clock show?



The **hour hand** points to the 3.
It is 3 o'clock.

Say three o'clock.

Write 3:00.

Share and Show



Look at where the hour hand points.
Write the time.

1.



2.



3.



4.



5.



6.



Name _____

On Your Own

Look at where the hour hand points.
Write the time.

7.



8.



9.



10.



11.



12.



13.



14.



15.



PROBLEM SOLVING REAL WORLD

Write Math

16. Which time is **not** the same? Circle it.



1:00

1 o'clock



17. **H.O.T.** Manny leaves for school at 8 o'clock. Write and draw to show 8 o'clock.



18. **★ Test Prep**

Look at the hour hand. What is the time?



- ☐ 12:00
- ☐ 2:00
- ☐ 1 o'clock
- ☐ 3 o'clock



TAKE HOME ACTIVITY • Have your child describe what he or she did in this lesson.

Time to the Half Hour

Essential Question How do you tell time to the half hour on a clock that has only an hour hand?

COMMON CORE STANDARD CC.1.MD.3

Tell and write time.

Listen and Draw

Circle 4:00, 5:00, or **between 4:00 and 5:00** to describe the time shown on the clock.



4:00

between 4:00 and 5:00

5:00



4:00

between 4:00 and 5:00

5:00



4:00

between 4:00 and 5:00

5:00

Math Talk

Use **before** and **after** to **describe** the time shown on the middle clock.



FOR THE TEACHER • Have children look at the hour hand on each clock to decide which choice best describes the time shown.

Model and Draw

As an **hour** passes, the hour hand moves from one number to the next number.

The hour hand is halfway between the 7 and the 8.



When a **half hour** has passed, the hour hand points halfway between two numbers.

half past 7:00

Share and Show



Look at where the hour hand points.
Write the time.

1.



2.



3.



4.



Name _____

On Your Own

Look at where the hour hand points.
Write the time.

5.



6.



7.



8.



9.



10.



PROBLEM SOLVING REAL WORLD

Write Math

11. Tim plays soccer at half past 9:00. He eats lunch at half past 1:00. He sees a movie at half past 2:00.



Look at the clock.

Write what Tim does.

Tim _____.

12. **H.O.T.** Tyra has a piano lesson at 5:00. The lesson ends at half past 5:00. How much time is Tyra at her lesson? Circle your answer.

half hour
hour

13. **★ Test Prep**

Look at the hour hand. What is the time?



- ☐ half past 5:00
- ☐ 5:00
- ☐ half past 4:00
- ☐ 4:00



TAKE HOME ACTIVITY • Say a time, such as half past 10:00. Ask your child to describe where the hour hand points at this time.

Tell Time to the Hour and Half Hour

Essential Question How are the minute hand and hour hand different for time to the hour and time to the half hour?

COMMON CORE STANDARD CC.1.MD.3

Tell and write time.

Listen and Draw

Each clock has an hour hand and a minute hand.
Use what you know about the hour hand
to write the missing numbers.



It is 1:00.

The hour hand points to the _____.

The minute hand points
to the _____.

It is half past 1:00.

The hour hand points between
the _____ and the _____.

The minute hand points to the _____.



HOME CONNECTION • While children may easily read time on a digital clock, learning to tell time on an analog clock helps to develop important concepts of time.

Math Talk

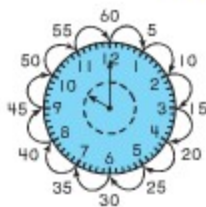
Look at the top clock. **Explain** how you know which is the minute hand.



MATHEMATICAL PRACTICES

Model and Draw

An hour has 60 **minutes**.



The clocks show
10:00.



A half hour has 30 minutes.



The clocks show
half past 10:00.
The **minute hand** has
moved from
the 12 to the 6.



30 minutes
after 10:00

Share and Show



Write the time.

1.



2.



3.



Name _____

On Your Own

Write the time.

4.



5.



6.



7.



8.



9.



Circle your answer.

10. Sara goes to the park when both the hour hand and the minute hand point to the 12. What time does Sara go to the park?

1:00 12:00 12:30

11. Mel goes to the park at 3 o'clock. He stays for 2 hours. What time does Mel leave the park?

1 o'clock 3 o'clock 5 o'clock

PROBLEM SOLVING

REAL

WORLD

Write Math

Solve.

12. Matt wakes up at 6 o'clock. Linda wakes up 30 minutes later. Draw to show what time Linda wakes up.



13. David left school at 3:30. Circle the clock that shows 3:30.



14. **H.O.T.** The hour hand points halfway between the 2 and 3. Draw the hour hand and the minute hand. Write the time.



15. **★ Test Prep** What time is it?



- ☐ 6:30
- ☐ 7:30
- ☐ 8:00
- ☐ 8:30



TAKE HOME ACTIVITY • At times on the half hour, have your child show you the minute hand and the hour hand on a clock and tell what time it is.

Practice Time to the Hour and Half Hour

COMMON CORE STANDARD CC.1.MD.3

Tell and write time.

Essential Question How do you know whether to draw and write time to the hour or half hour?**Listen**

Circle the clock that matches the problem.



FOR THE TEACHER • Read the following problems. Barbara goes to the store at 8:00. Circle the clock that shows 8:00. Children use the top work space to solve. Then have children solve this problem: Barbara takes Ria for a walk at 1:30. Circle the clock that shows 1:30.

Math Talk
Describe how you know which clock shows 1:30.



Model and Draw

Where should you draw the minute hand to show the time?



Share and Show



Use the hour hand to write the time.
Draw the minute hand.

1.



2.



3.



4.



5.



6.



Name _____

On Your Own

Use the hour hand to write the time.

Draw the minute hand.

7.



8.



9.



10.



11.



12.



- 13. Explain** What is the error? Zoey tried to show 6:00. Explain how to change the clock to show 6:00.



PROBLEM SOLVING

REAL WORLD

Write Math

Solve.

14. Vince looks at the clock on the wall. It shows 4:00. He goes to a baseball game 30 minutes later. Draw to show what time Vince goes to a baseball game.



15. Missy watched a game for an hour. Write how many minutes Missy watched a game.

_____ minutes

16. **H.O.T.** Brandon has lunch at 12:00. Then he has math class 30 minutes later. Then he has art class 30 minutes after math class. Draw what time Brandon has art class.



17. **★ Test Prep** Which clock shows 11:30?


☐

☐

☐

☐


TAKE HOME ACTIVITY • Show your child the time on a clock. Ask him or her what time it will be in 30 minutes.

 Chapter 9 Review/Test**Vocabulary**Circle the clock that shows time to the **half hour**. (p. 394)Underline the clock that shows time to the **hour**. (p. 394)

1.

**Concepts and Skills**Use  to measure. (CC.1.MD.2)

2.

about _____ Draw three crayons in order from **longest**
to **shortest**. (CC.1.MD.1)

3.

longest	
shortest	

4. Mike measures a box with .
About how long is the box? (CC.1.MD.2)



- about 3  about 5  about 10  about 20 
- ☐ ☐ ☐ ☐

5. Karen measures the crayon with . About how long is the crayon? (CC.1.MD.2)



- about 1  about 3  about 5  about 7 
- ☐ ☐ ☐ ☐

6. A red line is longer than a purple line.
The purple line is longer than a yellow line.
Which is correct? (CC.1.MD.1)



7. What is the time? (CC.1.MD.3)



- ☐ 7:00
- ☐ half past 7:00
- ☐ 8:00
- ☐ half past 7:00

8. Look at the hour hand. What time is it? (CC.1.MD.3)



- ☐ 7:00
- ☐ 8:00
- ☐ 9 o'clock
- ☐ 10 o'clock

9. The red line is about 4  long. The blue line is 1  longer than the red line. The green line is 2  shorter than the red line. Which is correct? (CC.1.MD.2)



- ☐
- ☐
- ☐
- ☐

Performance Task (CC.1.MD.1, CC.1.MD.2)

Choose three objects to measure.

- Measure the length of each object with .
- Order the objects from shortest to longest.

Write each measurement.

Use pictures, words, or numbers to show how you ordered the lengths of the objects.



Show your work.

Represent Data

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Curious About Math with

**Curious
George**

How many days will it
snow or rain this week
where you live? How
can you find out?



Show What You Know**Make a Concrete Graph**

Sort a handful of and . Make a concrete graph.

Square Colors							

1. How many are there? _____

More, Fewer

2. Color the squares to show a set of fewer.

Draw Equal Groups

3. Draw a below each picture to show the same number of objects.



Family note: This page checks your child's understanding of important skills needed for success in Chapter 10.



Assessment Options
Soar to Success Math

Vocabulary Builder**Review Words**

graph

more

fewer

most

fewest

Visualize It

Complete the chart.

Mark each row with a ✓.

Word	I Know	Sounds Familiar	I Do Not Know
graph			
more			
fewer			
most			
fewest			

Understand Vocabulary

Use the review words. Label the groups.

1.



2.



Materials  • 16  • 16  • 16 

Play with a partner.

- 1 Spin the .
- 2 Put 1 cube of that color in the correct row of your graph.
- 3 Take turns. Play until each partner has 5 turns.
- 4 The player who went last spins again to get a color.
- 5 The player with more cubes of that color wins. Spin again if you both have the same number of cubes of that color.

Player 1

Player 2

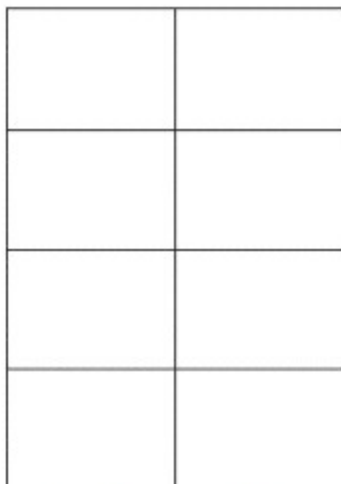
Read Picture Graphs**Essential Question** What do the pictures in a picture graph show?

COMMON CORE STANDARD CC.1.MD.4

Represent and interpret data.

Listen and Draw

Use  . Draw to show the cubes.
Write how many more .



_____ more 



FOR THE TEACHER • Read the following problem. There are 2 green cubes and 4 blue cubes. How many more blue cubes are there than green cubes?

Math Talk

Describe how you can use your picture to compare the cubes.



MATHEMATICAL PRACTICES

Model and Draw

Children at the Playground

	swings					
	slide					

A **picture graph** uses pictures to show information.

Each  stands for 1 child.

There are 4 children on the .

There are 2 children on the .

There are more children on the _____.

Share and Show



Our Favorite Activity at the Fair

	animals							
	rides							

Each  stands for 1 child.

Use the picture graph to answer the question.

1. Which activity did more children choose? Circle.



2. How many children chose ? _____ children

3. How many children chose ? _____ children

4. How many fewer children chose  than ? _____ fewer children

On Your Own

What We Drink for Lunch									
	milk								
	juice								
	water								

Each  stands for 1 child.

Use the picture graph to answer the question.

5. How many children

drink  ?

_____ children

6. How many children in all

drink  and  ?

_____ children

7. What do most children drink for lunch? Circle.



8. How many more children drink
- 
- than
- 
- ?

_____ more children

9. How many fewer children

drink  than  ?

_____ fewer children

10. How many children in all

drink , , and .

_____ children

- 11.
- 
- 4 new children join the class.

They drink  at lunch. Now, how many more children drink  than  ?

_____ more children

PROBLEM SOLVING REAL WORLD

Write Math

Our Favorite Animal at the Zoo

	zebras								
	lions								
	seals								

Each  stands for 1 child.

Write a number sentence to solve the problem.

12. How many children chose  and  altogether?

___  ___  ___
 ___ children

13. How many more children chose  than  ?

___  ___  ___
 ___ more children

14. **H.O.T.** How many more children chose  than  and  altogether?

___  ___  ___
 ___ more children

15. **★ Test Prep** Use the graph at the top.

How many children chose  ?

9 children

8 children

5 children

1 child



TAKE HOME ACTIVITY • Keep track of the weather for one week by drawing a picture each day to show if it is sunny, cloudy, or rainy. At the end of the week, ask your child what the weather was like for most of the week.

Name _____

Make Picture Graphs

Essential Question How do you make a picture graph to answer a question?

HANDS ON Lesson 10.2

COMMON CORE STANDARD CC.1.MD.4

Represent and interpret data.

Listen and Draw



Use ● to solve the problem.
Draw to show your work.



--	--	--	--	--	--	--



--	--	--	--	--	--	--

Which has more?



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FOR THE TEACHER • Read the following problem. Asaf has 6 baseballs. He has 4 bats. Does he have more baseballs or bats? Have children draw circles to show the baseballs and bats. Then have them circle the object with more.

Math Talk

Describe what the picture graph shows.



MATHEMATICAL PRACTICES

Model and Draw

Are there more black or white sheep in the picture? Make a picture graph to find out.



Sheep in the Meadow

	black	☐					
	white						

Each ☐ stands for 1 sheep.

There are more _____ sheep.

Share and Show



Do more children like cats or dogs?
Ask 10 friends which pet they like better.
Draw 1 circle for each child's answer.

Our Favorite Pet

	cats								
	dogs								

Each ☐ stands for 1 child.

Use the picture graph to answer each question.

- How many children chose ? _____ children
- How many children chose ? _____ children
- Which pet did more children choose? Circle.



Name _____

On Your Own



Which activity do the most children like best?

Ask 10 friends. Draw 1 circle for each child's answer.

Our Favorite Activity										
 reading										
 computer										
 sports										

Each ○ stands for 1 child.

Use the picture graph to answer the question.

4. How many children chose  ?

_____ children

5. How many children chose  and  ?

_____ children

6. Which activity did the most children choose? Circle.



7. Did all your classmates make picture graphs that look the same? Write **yes** or **no**.

8.  Write your own question about the graph.

PROBLEM SOLVING REAL WORLD

Write Math

Matt made this picture graph to show the paint colors his friends like best.



Each  stands for 1 child.

9. How many children chose a paint color?

_____ children

10. How many fewer children chose  than .

_____ fewer children

11. **H.O.T.** Matt adds his own choice to the graph. Now, two colors have the same number of circles. Circle the color Matt chose.



blue



red



green

12. **★ Test Prep** Use the graph at the top. How many children chose  and .

2



3



5



8



TAKE HOME ACTIVITY • Ask your child to make a picture graph showing how many glasses of water each family member drinks in a day. Discuss how to find who drinks the most water.

Read Bar Graphs

Essential Question How can you read a bar graph to find the number that a bar shows?

COMMON CORE STANDARD CC.1.MD.4

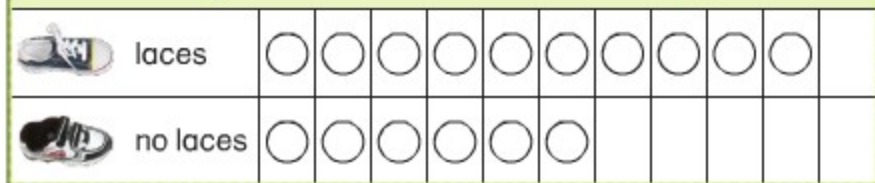
Represent and interpret data.

Listen

Write a question about the graph.

Use ● to help solve the problem.

Type of Sneaker We Are Wearing



Each ☐ stands for 1 child.



FOR THE TEACHER • Read the following problem.
 Emma's class made this picture graph. What question could Emma's class answer using the graph? Write the question and the answer.

Math Talk

Describe how the class made this picture graph.



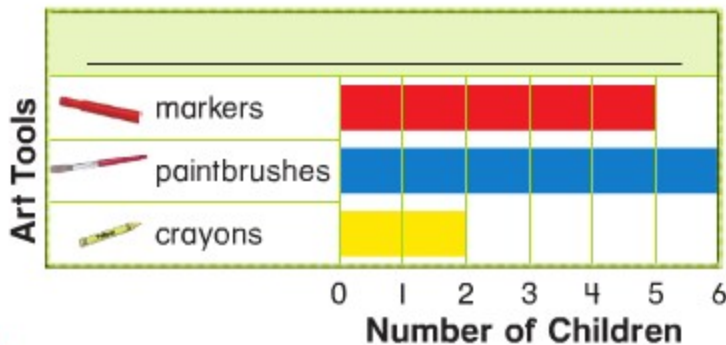
MATHEMATICAL PRACTICES

Model and Draw

In a **bar graph**, each bar shows information. You can compare the lengths of the bars.

What title describes this graph?

Touch the end of a bar. Look down to see the number of children.



Share and Show



Use the bar graph to answer the question.

1. How many children chose  ?

_____ children

2. How many children chose  ?

_____ children

3. How many more children chose  than  ?

_____ more children

4. Which art tool did the fewest children choose? Circle.



5. Which art tool did the most children choose? Circle.



Name _____

On Your Own

Use the bar graph to answer the question.

6. How many children
chose  ?

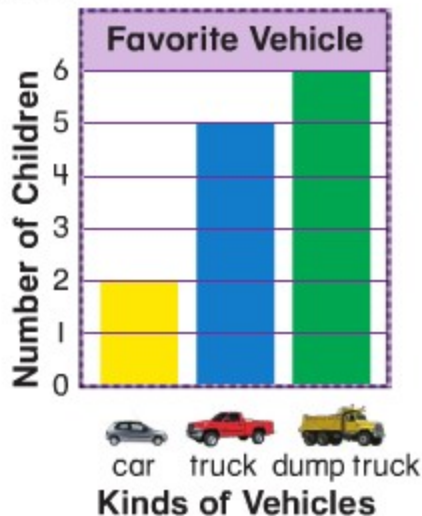
_____ children

7. How many children
chose  ?

_____ children

8. How many children in all
chose  and  ?

_____ children



9. How many more children
chose  than  ?

_____ more children

10. Which vehicle did the most
children choose? Circle.



11. **H.O.T.** Order the vehicles from least to most votes.
Write 1 for the least votes and 3 for the most votes.

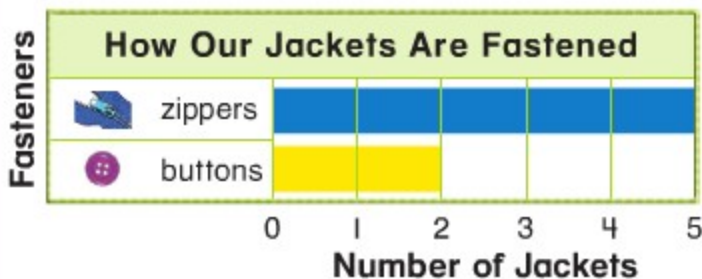


PROBLEM SOLVING

REAL WORLD

Write Math

Use the bar graph to answer the question.



12. How many more jackets have  than ? _____ more jackets

13. Kim puts on a jacket with .
Add her jacket to the graph.
Now how many jackets have ? _____ jackets

14. **H.O.T.** Ed adds a row to the graph to show jackets with snaps. 2 fewer jackets have snaps than have zippers.
How many jackets have snaps? _____ jackets

15. **★ Test Prep** Use the graph at the top.
How many jackets have ?

2 jackets



5 jackets



7 jackets



10 jackets



TAKE HOME ACTIVITY • Have your child look through newspapers and magazines for examples of bar graphs. Talk about what information is shown in each graph you find.

Name _____

Make Bar Graphs

Essential Question How does a bar graph help you compare information?

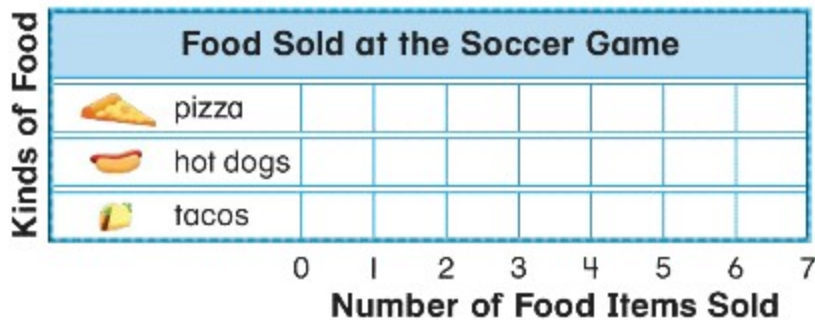
HANDS ON Lesson 10.4

COMMON CORE STANDARD CC.1.MD.4
Represent and interpret data.

Listen and Draw



Use  to model the problem.
Color 1 box for each food item
to complete the graph.



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FOR THE TEACHER • Read the following problem. Dan keeps track of the food he sells at the soccer game. He sells all of the food on the table. Make a bar graph to show the food Dan sells.

Math Talk

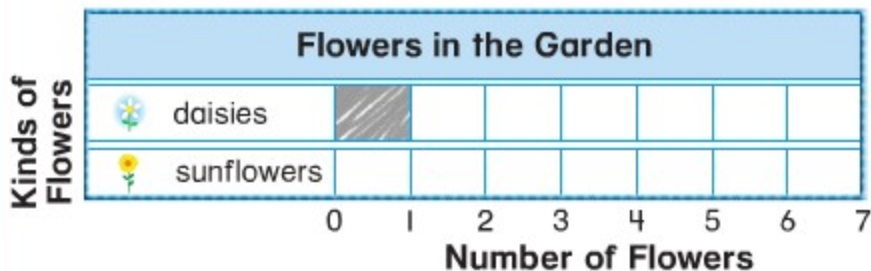
How do you know that you counted each food in the picture? **Explain.**



MATHEMATICAL PRACTICES

Model and Draw

Are there more  or  in the garden?
Make a bar graph to find out.
Color 1 box for each flower in the picture.

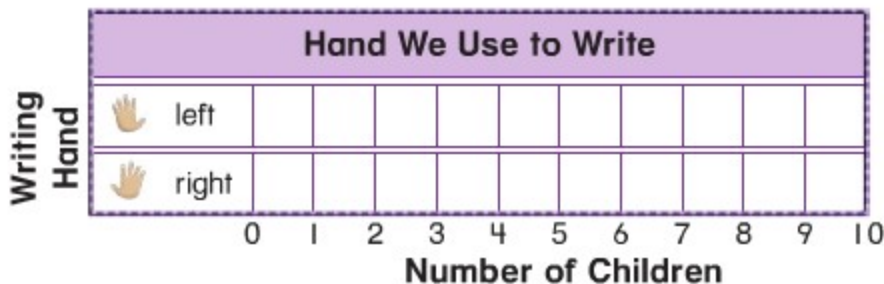


There are more _____ in the garden.

Share and Show



Do more children write with their left hand or right hand?
Ask 10 friends which hand they use. Make a bar graph.



 1. Which hand do more children use to write? _____

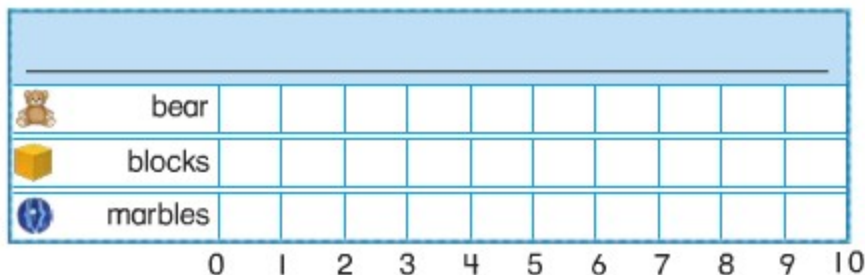
Name _____

On Your Own

Do children like , , or  best?

Ask 10 friends which toy they like best.

2. Make a bar graph. Write a title and labels for your graph.



3. Which toy did the most children choose? Circle.



4. How many children chose ?

_____ children

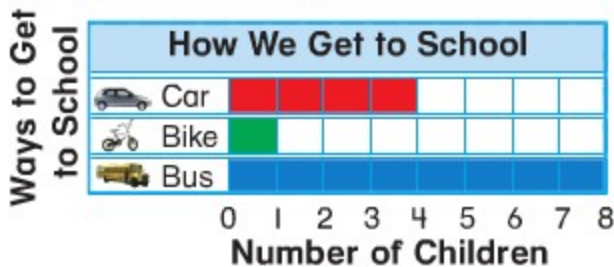
5. **Explain** How are picture graphs and bar graphs alike?



Mid-Chapter Checkpoint

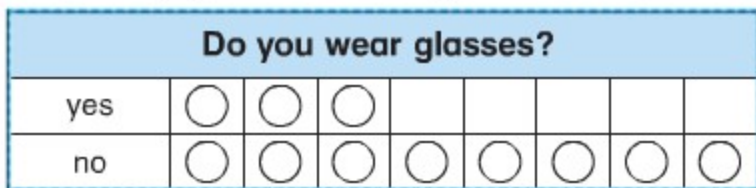
Concepts and Skills

Use the bar graph to answer the question. (CC.1.MD.4)



1. How many children take the bus to school? _____ children

Use the picture graph to answer the question. (CC.1.MD.4)



Each  stands for 1 child.

2. How many children do not wear glasses?
_____ children
3. How many children wear glasses?
_____ children

4. ★ **Test Prep** How many fewer children answered yes than no about wearing glasses? (CC.1.MD.4)

3 fewer children



4 fewer children



5 fewer children



8 fewer children



Read Tally Charts

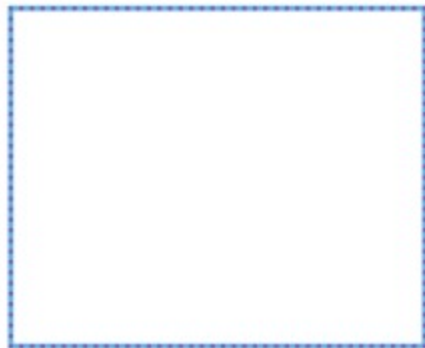
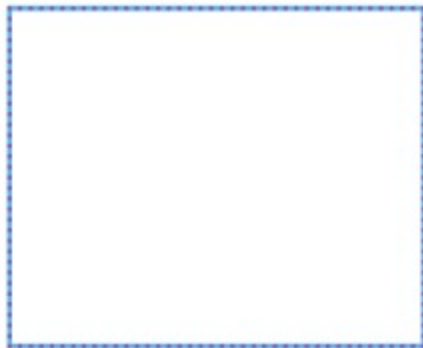
Essential Question How do you count the tallies on a tally chart?

COMMON CORE STANDARD CC.1.MD.9

Represent and interpret data.

Listen and Draw

Use ● to solve the problem.
Draw to show your work.
Write how many.



FOR THE TEACHER • Read the following problem. Jane is sorting her crayons. Draw to show how she can sort the crayons into two groups.

Math Talk

Describe how you sorted the counters.



MATHEMATICAL PRACTICES

Model and Draw

Do more children like chicken or pizza better?

Food We Like		Total
 chicken		3
 pizza		

You can use a **tally chart** to collect information.



Each | is a **tally mark**.

It stands for 1 child.

|||| stands for 5 children.

More children like pizza.

Share and Show



Complete the tally chart.

Boys and Girls in Our Class		Total
 boys		
 girls		

Use the tally chart to answer each question.

- How many girls are in the class? _____ girls
- How many boys are in the class? _____ boys
- How many children are in the class in all? _____ children
- Are there more boys or girls in the class? _____

Name _____

On Your Own

Complete the tally chart.

Our Favorite Sport		Total
 t-ball		
 soccer		
 swimming		

Use the tally chart to answer the question.

- How many children chose ? _____ children
- How many children chose ? _____ children
- How many more children chose  than ? _____ more children
- Which sport did the most children choose? Circle.   

- H.O.T.** Write your own question about the tally chart.

- H.O.T.** Sam asked some other children which sport they like. They all chose . Now the most children chose . How many children did Sam ask? _____ children

PROBLEM SOLVING

REAL WORLD

Write Math

Color We Like Best		Total
 red		
 blue		
 green		

Remember to write the total.

Complete each sentence about the tally chart.
Write **greater than**, **less than**, or **equal to**.

11. The number of tallies for  is _____
the number of tallies for .
12. The number of tallies for  is _____
the number of tallies for .
13. The number of tallies for  is _____
the number of tallies for .
14.  The number of tallies for  is _____
the number of tallies for both  and .

15.  **Test Prep** Which tally marks show the number 10?

||||

☐

|||| |

☐

|||| |

☐

|||| |

☐

TAKE HOME ACTIVITY • Together with your child, make a tally chart showing how many times you all say the word "eat" during a meal. Then have your child write the number.

Name _____

Make Tally Charts

Essential Question Why is a tally chart a good way to show information that you have collected?

HANDS ON Lesson 10.6

COMMON CORE STANDARD CC.1.MD.4

Represent and interpret data.

Listen



Complete the tally chart.

Our Favorite Game		Total
 card game		
 puzzle		
 board game		

Use the tally chart to answer the question.

Which game did the most children choose? Circle.



Which game did the fewest children choose? Circle.



FOR THE TEACHER • Read the following problem. Ava asks the children in her class which of three games they like the best. She makes a tally mark to show each child's answer. Which game did the most children choose? Which did the fewest children choose?

Math Talk

How do you know which game is the favorite? **Explain.**



MATHEMATICAL PRACTICE

Model and Draw

How can you make a tally chart to show the boats at the lake?

Decide if each boat has a sail.



Boats at the Lake		Total
boats with sails		
boats without sails		

Share and Show



Use the picture to complete the tally chart. Then answer each question.



Fish in the Tank		Total
zebra fish		
angel fish		

1. How many are in the tank?

2. How many more than are there?

_____ more

3. How many and are in the tank?

_____ fish

Name _____

On Your Own



Which of these snacks do most children like the best?

Ask 10 friends. Make 1 tally mark for each child's answer.

Our Favorite Snack		Total
 pretzel		
 apple		
 yogurt		

Use the tally chart to answer each question.

4. How many children chose  ?

_____ children

5. How many children chose  ?

_____ children

6. Which snack do most children like best? Circle.



7.  What if 6 children out of the 10 chose  ? Which snack would be the favorite? Circle it.



8. **Explain** Write your own question about the tally chart.

PROBLEM SOLVING

REAL WORLD

Write Math

Jenna asked 10 friends to choose their favorite subject. She will ask 10 more children.

Our Favorite School Subject		Total
math	I	
reading		
science		

9. Predict. Which subject will children most likely choose? _____
10. Predict. Which subject will children least likely choose? _____
11. **H.O.T.** How can you prove if your prediction is good? Try it. _____

12. **★ Test Prep** Which fruit did the most children choose?

Fruit We Like			Total
	apple		4
	banana		5
	grapes		2



TAKE HOME ACTIVITY • With your child, survey friends and family to find out their favorite food. Draw tally marks to record the results and then prepare the food.

Name _____

Problem Solving • Represent Data

Essential Question How can showing information in a graph help you solve problems?

PROBLEM SOLVING Lesson 10.7

COMMON CORE STANDARD CC.1.MD.4

Represent and interpret data.

Brad sees many animals at the park.
How can you find how many animals
Brad sees?



Unlock the Problem

REAL

WORLD

What do I need to find?

how many animals
Brad sees

What information do I need to use?

the number of rabbits,
birds, and deer in
the picture

Show how to solve the problem.

Animals Brad Sees									
Animals	rabbit								
	bird								
	deer								
		0	1	2	3	4	5	6	7

___ + ___ + ___ = ___ animals

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HOME CONNECTION • Your child learned how to represent data from a picture in a bar graph. Have your child explain why it is easier to use data in a bar graph than in a picture.

Try Another Problem

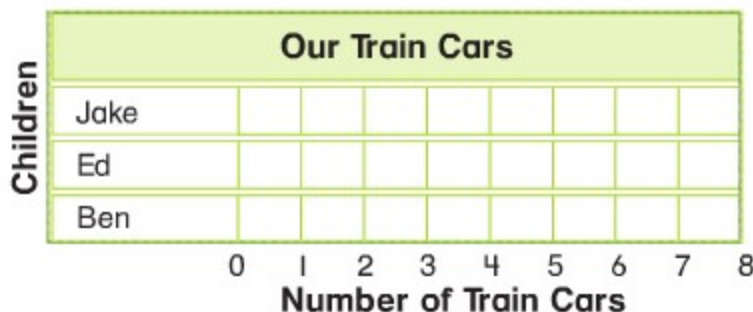
Make a graph to solve.

- What do I need to find?
- What information do I need to use?

1. Jake has 4 more train cars than Ed. Ed has 3 train cars. Ben has 2 fewer train cars than Ed. How many train cars does Jake have?



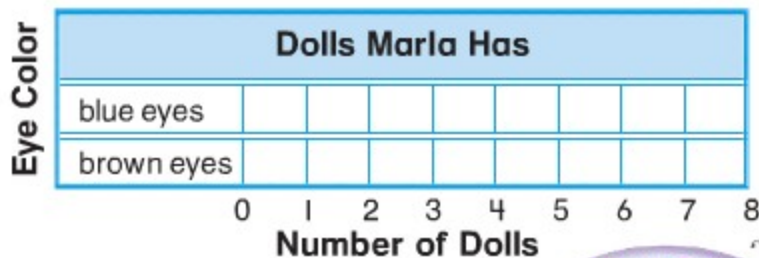
_____ train cars



2. Marla has 8 dolls. Three dolls have blue eyes. The rest have brown. How many dolls have brown eyes?



_____ dolls



Math Talk

Describe how the bar graph helps you solve Exercise 2.



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Share and Show

Find out about the eye color of your classmates.



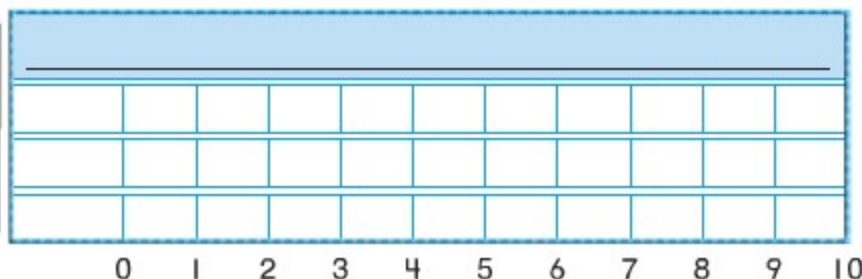
3. Write a question you can ask your friends.

4. Ask 10 friends your question.
Make a tally chart.



		Total

5. Use the tally chart to make a bar graph.

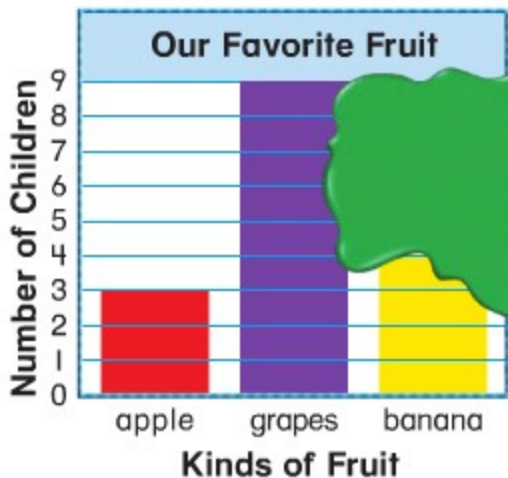


6. **Explain** What did you learn from the graph?

On Your Own

 Write
Math

What is your favorite fruit? Nina asked 20 children this question. Then she made a bar graph. But Nina spilled paint on the graph.



REMEMBER
Nina asked
20 people.

7. How many children chose grapes?
_____ children

8. **H.O.T.** How many children chose banana?
_____ children

9. **★ Test Prep** Use the graph at the top. How many more children chose grapes than apple?
3 more children | 6 more children | 9 more children | 12 more children

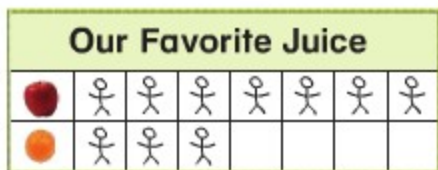


TAKE HOME ACTIVITY • Work with your child to make a tally chart and a bar graph showing the favorite color of 10 family members or friends. Talk about the results.

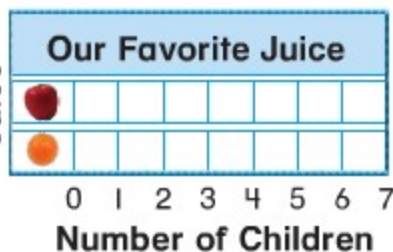
Chapter 10 Review/Test

Vocabulary

1. Circle the **picture graph**. (p. 414)
2. Use the picture graph to complete the **bar graph**. (p. 422)



Kinds of Juice



Each  stands for 1 child.

Concepts and Skills

Use the graphs above to answer the question. (CC.1.MD.4)

3. How many children chose ? _____ children
4. How many children chose ? _____ children
5. How many more children chose  than ? _____ more children
6. Which juice did more children choose? Circle it.



7. How many children chose soccer? (CC.1.MD.4)



Our Favorite Sport		Total
 t-ball		3
 soccer		

3



4



6



9



8. Which snack did the most children choose? (CC.1.MD.4)

Our Favorite Snack	
 banana	
 pretzel	
 raisins	



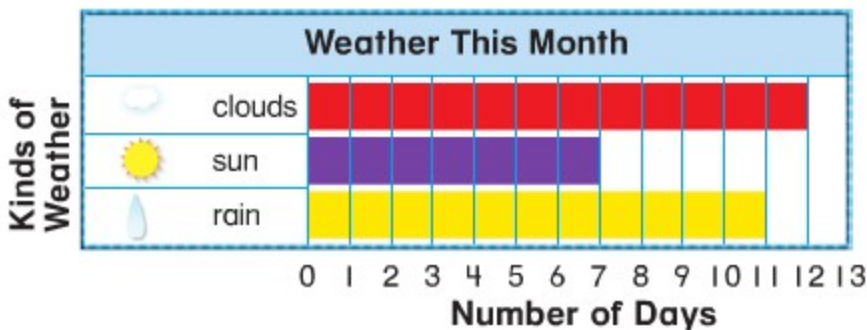
9. How many children chose  ? (CC.1.MD.4)

Color We Like							
 red							
 blue							

- ☐ 3 children
☐ 5 children
☐ 6 children
☐ 9 children

Each  stands for 1 child.

10. How many more days this month had  than ? (CC.1.MD.4)



- ☐ 1 more day ☐ 5 more days
☐ 4 more days ☐ 11 more days

11. Sam makes a tally chart to show how many cars and trucks he has. Which group of tally marks shows how many cars Sam has? (CC.1.MD.4)

Sam's Cars and Trucks		Total
 cars		8
 trucks	I	6

|||| |||

☐

|||| |||

☐

|||| ||||

☐

|||| ||||

☐

Performance Task (CC.1.MD.4)

Write a question to ask your class.

- Ask 10 children your question.
- Record the information in a tally chart.
- Show the same information in a picture graph or a bar graph.



Use words, numbers, or pictures to tell which thing is the favorite.

On the Move

written by Jennifer Earnshaw



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COMMON
CORE

CRITICAL AREA Reasoning about attributes of, and composing and decomposing geometric shapes



The train car waits for the engine.

Name some shapes you see.





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The big truck travels up the road.
Name some shapes you see.



What will this truck bring?



The ship loads at the dock.
Name some shapes you see.





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These trucks drive across town.
Name some shapes you see.



What will these trucks bring?



The airplane arrives at the airport.
Name some shapes you see.



Write About the Story

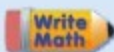
Think of another kind of truck that takes goods from one place to another. Draw a picture. Use circles, squares, triangles, or rectangles in your drawing.

Vocabulary Review

circle	triangle
square	rectangle



truck



Write about your drawing.

Figure It Out

1. Draw an airplane.
Use some triangles and
circles in your drawing.



2. Draw a train.
Use some rectangles and
circles in your drawing.



Choose two shapes to use to draw
a ship. Draw the ship.

Three - Dimensional Geometry

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Curious About Math with

**Curious
George**

What three-dimensional
shapes do you see in
the sand castle?



Show What You Know**Alike and Different**

Circle the objects that are alike.

1.



2.

**Identify Three-Dimensional Shapes**Color the  blue. Color the  red.Color the  yellow.

3.



4.



5.

**Sort by Size**

Mark an X on the object that does not belong.

6.



Family note: This page checks your child's understanding of important skills needed for success in Chapter 11.

Assessment Options
Soar to Success Math

Vocabulary Builder**Review Words**

cone

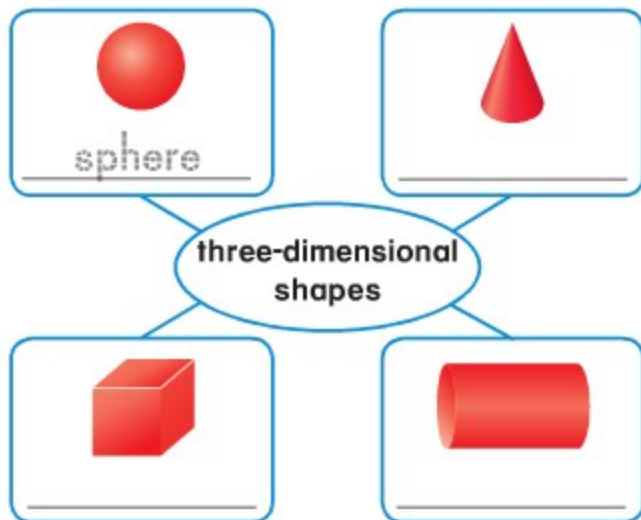
cube

cylinder

sphere

Visualize It

Write review words to name the shapes.

**Understand Vocabulary**

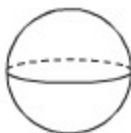
Look at the three-dimensional shapes.

Color the sphere . Color the cube .Color the cylinder .

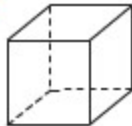
1.



2.



3.



Game Shape Match Bingo

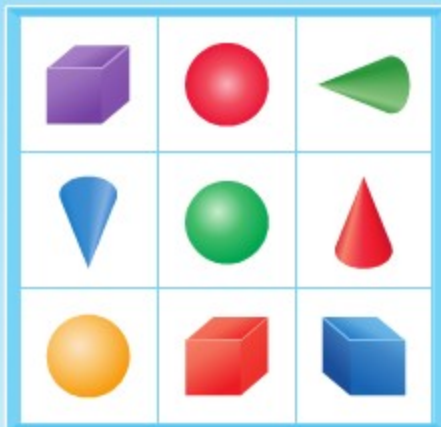
Materials • 9 ● • 9 ● • 

Play with a partner. Take turns.

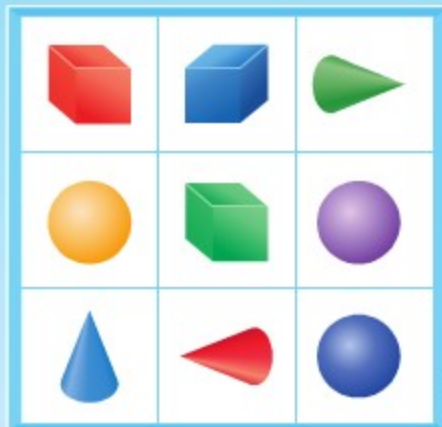
- 1 One player uses ●. The other player uses ●.
- 2 Spin . Use a counter to cover a space with that shape.

- 3 If you cannot cover a space, your turn is over.
- 4 The first player to cover all of his or her spaces wins.

Player 1



Player 2



Name _____

Three-Dimensional Shapes

Essential Question How can you identify and describe three-dimensional shapes?

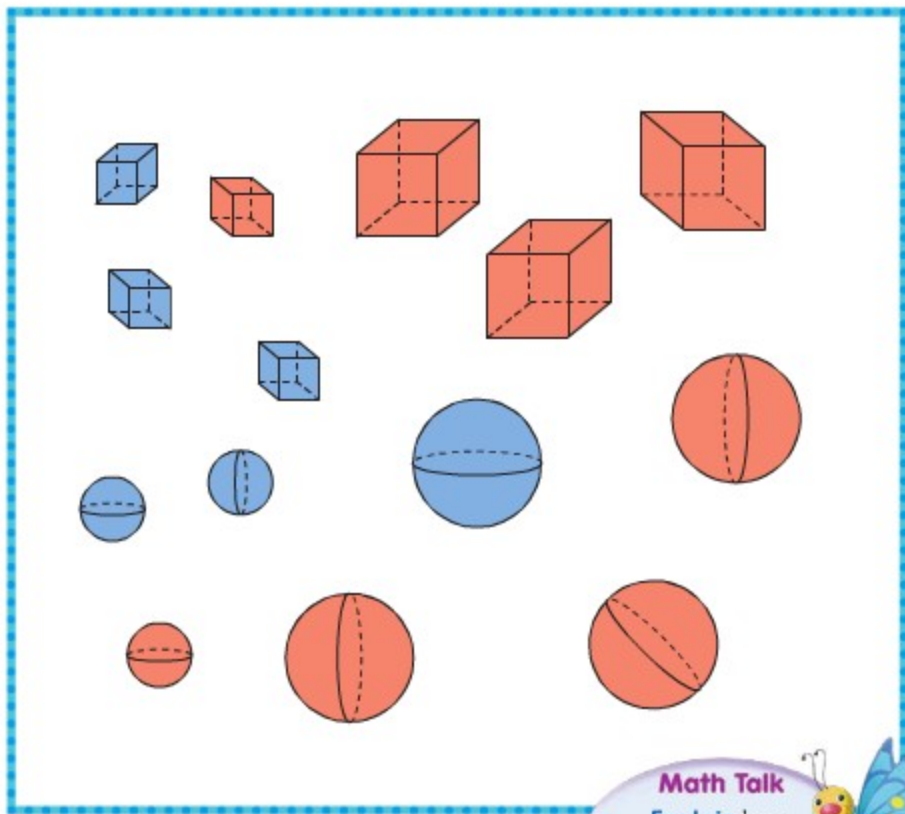
HANDS ON Lesson 11.1

COMMON CORE STANDARD CC.1.G.1

Reason with shapes and their attributes.

Listen and Draw

Draw to sort the three-dimensional shapes.



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FOR THE TEACHER • Have children sort the three-dimensional shapes into two groups. Have them draw around each group to show how they sorted.

Math Talk

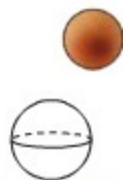
Explain how you sorted the shapes.



MATHEMATICAL PRACTICES

Model and Draw

These are three-dimensional shapes.



sphere



cone



cylinder



**rectangular
prism**



cube

Why is a cube a special kind of rectangular prism?

Share and Show



Use three-dimensional shapes.
Sort the shapes into three groups.
Name and draw the shapes.

1. only **flat surfaces**

2. only a **curved surface**

3. both flat and curved surfaces

Name _____

On Your Own

Use three-dimensional shapes. Write the number of flat surfaces for each shape.

4. A rectangular prism has 6 flat surfaces.

5. A cube has _____ flat surfaces.

6. A cylinder has _____ flat surfaces.

7. A cone has _____ flat surface.



Write to name each shape.

Exercises 4–7 can help you write the shape names.

8.



sphere

9.



10.



11.



12.



PROBLEM SOLVING REAL WORLD

Write Math

Circle the objects that match the clues.

13. Josh drew an object that has only flat surfaces.



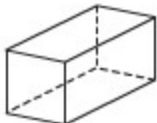
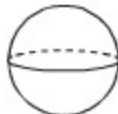
14. Kelly drew objects that have both flat and curved surfaces.



15. **H.O.T.** Sandy drew some rectangular prisms.



16. **★ Test Prep** Which shape has only flat surfaces?

☐☐☐☐

TAKE HOME ACTIVITY • Ask your child to name real objects shaped like a sphere, a rectangular prism, and a cylinder.

Name _____

Combine Three-Dimensional Shapes

Essential Question How can you combine three-dimensional shapes to make new shapes?

HANDS ON Lesson 11.2

COMMON CORE STANDARD CC.1.G.2

Reason with shapes and their attributes.

Listen and Draw



Trace to draw the new shape.
Write to name the new shape.

Mandy



Carl



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FOR THE TEACHER • Have children trace the shapes to solve the problems. Mandy stacks one cylinder on top of another cylinder. Carl stacks one cube on top of another cube. What new shapes did Mandy and Carl make?

Math Talk
Describe the new shapes Mandy and Carl made.

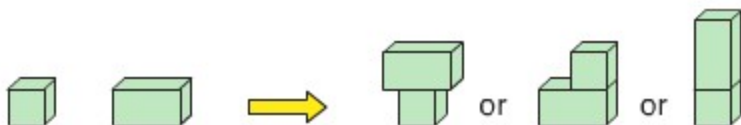


MATHEMATICAL PRACTICES

Model and Draw

You can put shapes together to make a new shape.

What other new shapes could you make?



Share and Show



Use three-dimensional shapes.



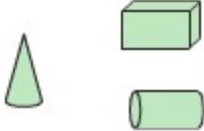
Combine.	Which new shape can you make? Circle it.
1.	
2.	
3.	

Name _____

On Your Own

Use three-dimensional shapes.



Combine.	Which new shape can you make? Circle it.
4. 	
5. 	
6. 	
7. 	
8. H.O.T. 	

PROBLEM SOLVING

REAL WORLD

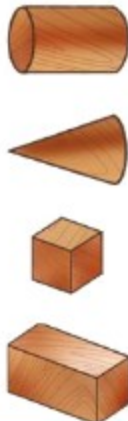
Write Math

H.O.T. Circle the shapes you could use to model the ice cream cone and birdhouse.

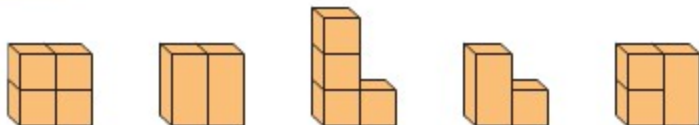
9.



10.



H.O.T. Circle the ways that make the same shape.



12. ★ Test Prep Which new shape can you make?

Combine



and



○



○



○



○



TAKE HOME ACTIVITY • Ask your child to show you two different new shapes he or she can make by combining a soup can and a cereal box.

Name _____

Make New Three-Dimensional Shapes

Essential Question How can you use a combined shape to build new shapes?

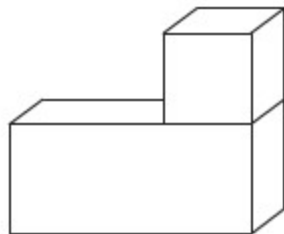
HANDS ON Lesson 11.3

COMMON CORE STANDARD CC.1.G.2

Reason with shapes and their attributes.

Listen and Draw REAL WORLD

Draw to copy the shape.



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FOR THE TEACHER • Jeff put a box on top of another box. Draw to copy the new shape Jeff made.

Math Talk

Describe how to draw to copy the new shape.



MATHEMATICAL PRACTICES

Model and Draw

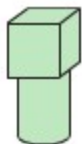
Step 1

Build.



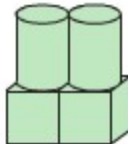
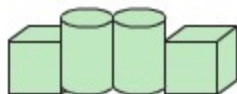
Step 2

Repeat.



Step 3

Combine.

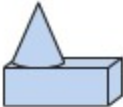
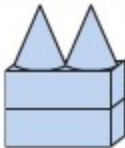
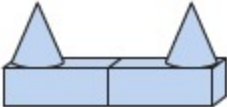
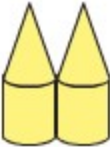
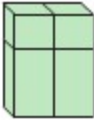
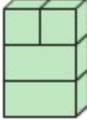


Circle a new shape you can make. **Explain** why you cannot make the other shape.

Share and Show



Use three-dimensional shapes.

Build and Repeat.	Combine. Which new shape can you make? Circle it.
1. 	 
2. 	 
3. 	 

Name _____

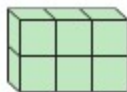
On Your Own

Use three-dimensional shapes.



Build and Repeat.	Combine. Which new shape can you make? Circle it.
4.	
5.	
6.	

7. **H.O.T.** Look at the shape.



How many are used to make the shape?

_____ make the shape.

How many are used to make the shape?

_____ make the shape.



TAKE HOME ACTIVITY • Ask your child to explain how he or she solved Exercise 4.

FOR MORE PRACTICE:
Standards Practice Book, pp. P217–P218

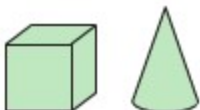
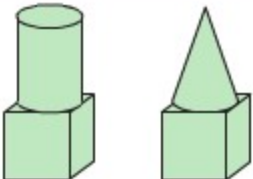
Mid-Chapter Checkpoint

Concepts and Skills

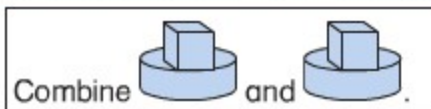
1. Circle the rectangular prisms. (CC.1.G.1)
2. Draw a line under the shapes that have both flat and curved surfaces. (CC.1.G.1)

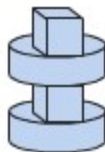
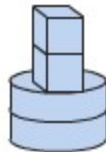


Use three-dimensional shapes. (CC.1.G.2)

Combine.	Which new shape can you make? Circle it.
3. 	

4.  **Test Prep** Which new shape can you make? (CC.1.G.2)


☐

☐

☐

☐

Name _____

PROBLEM SOLVING

Lesson 11.4

Problem Solving • Take Apart Three-Dimensional Shapes

Essential Question How can acting it out help you take apart combined shapes?

COMMON CORE STANDARD CC.1.G.2

Reason with shapes and their attributes.

Mike has , , , and . He chose some shapes to build a bridge. Which shapes did Mike use to build the bridge?



What do I need to find?

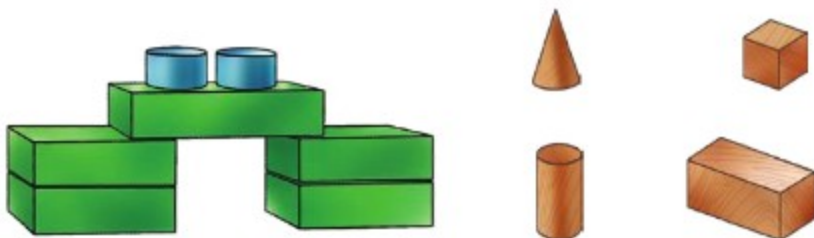
which shapes Mike chose to build the bridge

What information do I need to use?

Mike has these shapes.



Show how to solve the problem.



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HOME CONNECTION • Your child is investigating how shapes can be taken apart. Being able to decompose shapes into smaller parts provides a foundation for future work with fractions.

Try Another Problem

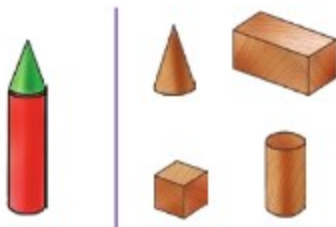
Kim used shapes to build this castle.



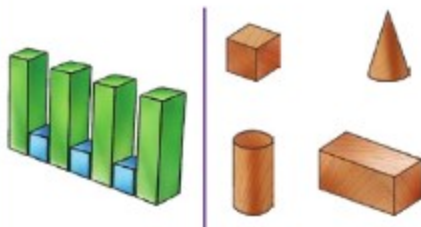
Use three-dimensional shapes. Circle your answer.

- What do I need to find?
- What information do I need to use?

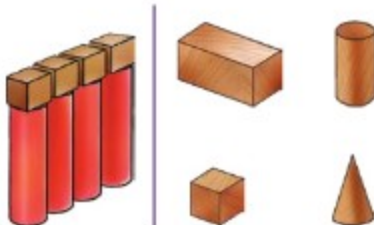
1. Which shapes did Kim use to build the tower?



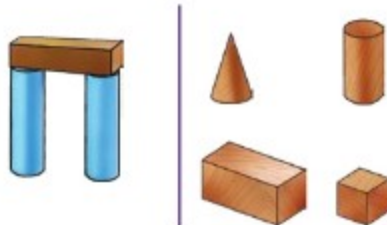
2. Which shapes did Kim use to build this wall?



3. Which shapes did Kim use to build this wall?



4. Which shapes did Kim use to build the gate?



Math Talk

Describe how you know which shapes Kim used to build the tower.



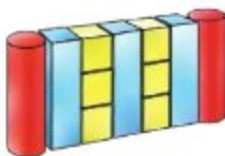
Share and Show

Use three-dimensional shapes.
Circle your answer.

5. Zack used shapes to build this gate. Which shapes did Zack use?



6. Chris used shapes to build this wall. Which shapes did Chris use?



7.



- Rosa uses , , , and  to build a tower. Draw to show a tower Rosa could build.

On Your Own

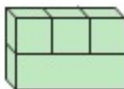
Circle the ways that show the same shape.



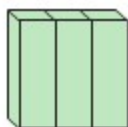
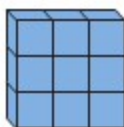
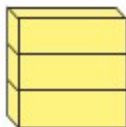
8.



9.



10.



11.



Test Prep

Which shapes are used to make the towers?



TAKE HOME ACTIVITY • Use real items such as a soup can (cylinder) and a cereal box (rectangular prism) to build a shape. Ask your child to name the shapes you used.

Name _____

Two-Dimensional Shapes on Three-Dimensional Shapes

Essential Question What two-dimensional shapes do you see on the flat surfaces of three-dimensional shapes?

HANDS ON Lesson 11.5

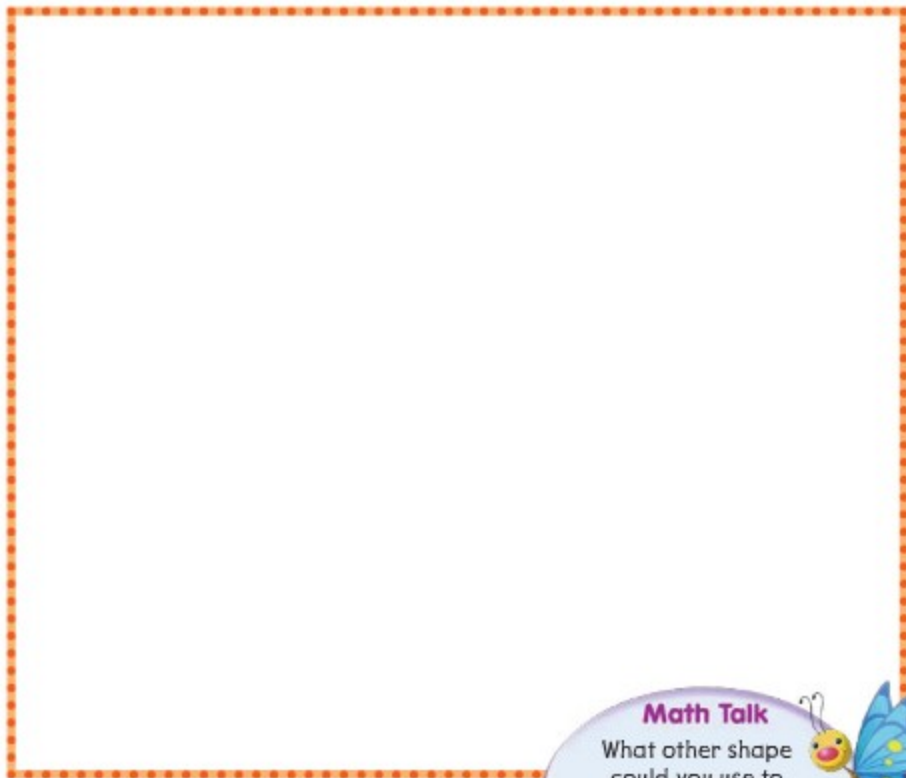
COMMON CORE STANDARD CC.1.G.1

Reason with shapes and their attributes.

Listen and Draw



Use a cone.



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FOR THE TEACHER • Read the following problem and have children use the workspace to act it out. Lee places a cone on a piece of paper and draws around its flat surface. What did Lee draw?

Math Talk

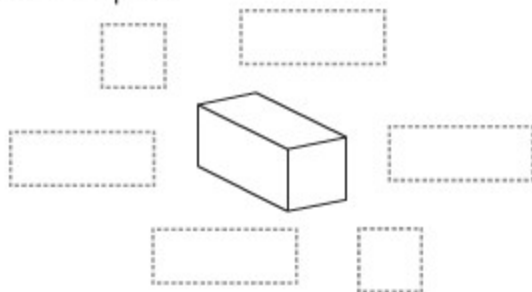
What other shape could you use to draw the same kind of picture?
Explain.



MATHEMATICAL PRACTICES

Model and Draw

Trace around the flat surfaces of the three-dimensional shape to find the two-dimensional shapes.

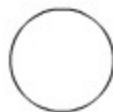
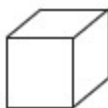


Share and Show

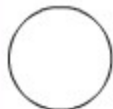
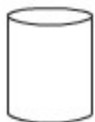


Use three-dimensional shapes. Trace around the flat surfaces. Circle the shapes you draw.

1.



2.



3.



Name _____

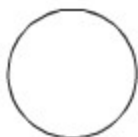
On Your Own

Circle the objects you could trace to draw the shape.

4.



5.



6.



7.



8. **H.O.T.** Draw a shape you would make if you traced this object.



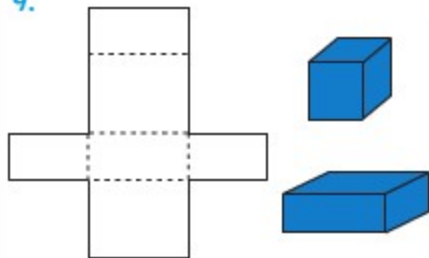
PROBLEM SOLVING

REAL WORLD

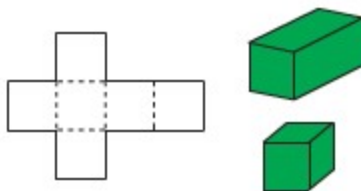
Write Math

Circle the shape that the pattern will make if you fold it and tape it together.

9.



10.



11.

H.O.T.



12. **★ Test Prep** Which flat surface does a cube have?



☐



☐



☐



☐

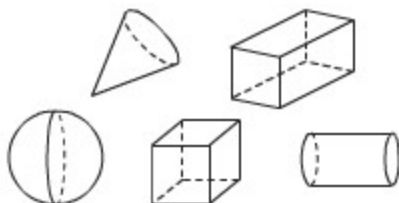


TAKE HOME ACTIVITY • Collect a few three-dimensional objects, such as boxes, that are shaped like rectangular prisms or cubes. Ask your child what two-dimensional shapes are on those objects.

Chapter 11 Review/Test

Vocabulary (p. 458)

1. Color the **cube** with .
2. Color the **cone** with .
3. Color the **cylinder** with .



Concepts and Skills (CC.1.G.1)

4. Circle the objects that have only flat surfaces.
5. Draw a line under the object that has both curved and flat surfaces.



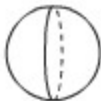
Use three-dimensional shapes.
Write the number of flat surfaces. (CC.1.G.1)

6. A rectangular prism has ____ flat surfaces.

7. Circle the objects you could trace to draw the shape. (CC.1.G.1)



8. Which shape has only flat surfaces? (CC.1.G.1)



9. Which shape has only 2 flat surfaces? (CC.1.G.1)

rectangular prism



sphere



cone

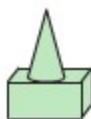
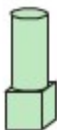
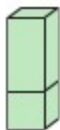


cylinder



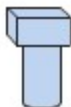
10. Which new shape can you make? (CC.1.G.2)

Combine  and .



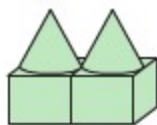
11. Which new shape can you make? (CC.1.G.2)

Combine  and .



12. Which new shape can you make? (CC.1.G.2)

Combine  and .


☐

☐

☐

☐

13. Which shape was **not** used to build this sandcastle? (CC.1.G.2)


☐

☐

☐

☐

14. Which shape can you draw if you trace around the flat surface of a ? (CC.1.G.1)


☐

☐

☐

☐

15. Which shape can you draw if you trace around a flat surface of a cube? (CC.1.G.1)


☐

☐

☐

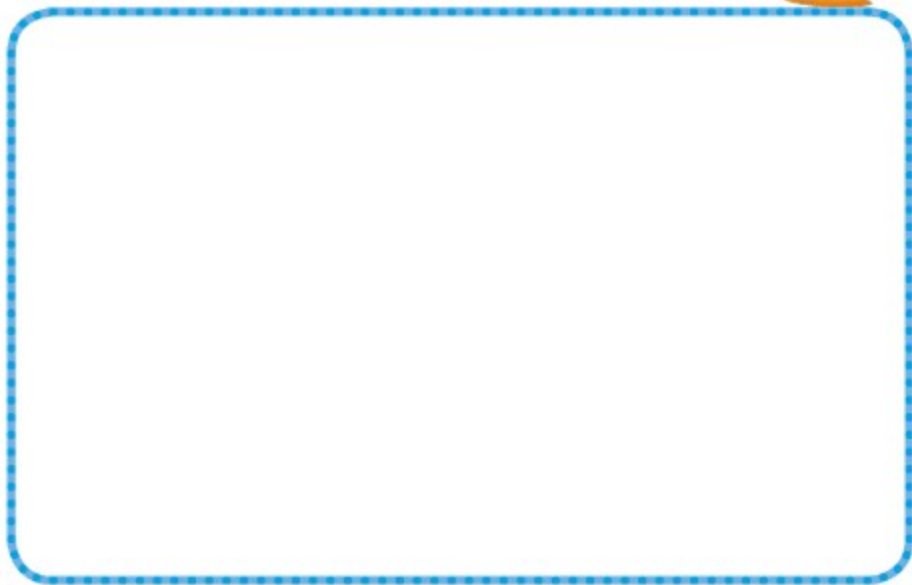
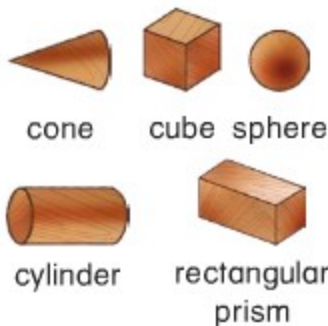
☐

Performance Task (CC.1.G.1, CC.1.G.2)

Shane has these blocks.

- He stacks two blocks to build a tower. One block has a curved surface. The other has only flat surfaces.
- Then he builds two more towers. His three towers are all the same.
- He uses the three towers to make a wall.

Use blocks. Make a wall that Shane could build. Draw your wall. Write the names of the two shapes you use.



Chapter
12

Two-Dimensional Geometry

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Curious About Math with
**Curious
George**

Shapes can be found
in many places. What
shapes might you see
on a playground?



Show What You Know**Sort by Shape**

Circle the shape that belongs in each group.

1.



2.

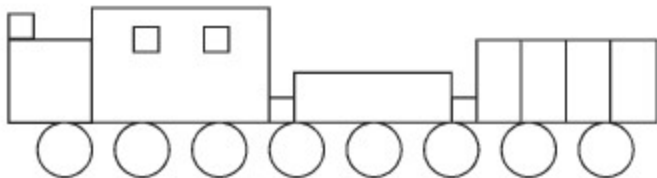
**Sort Shapes**

Circle the shapes with 4 sides.

3.

**Identify Two-Dimensional Shapes**Color each square blue. Color each rectangle yellow.
Color each circle red.

4.



Family note: This page checks your child's understanding of important skills needed for success in Chapter 12.

Assessment Options
Soar to Success Math

Vocabulary Builder**Review Words**

circle

hexagon

rectangle

square

triangle

Visualize It

Complete the chart.

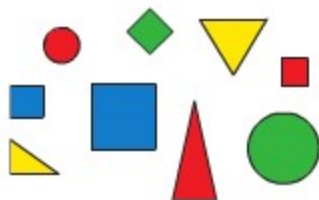
Mark each row with a ✓.

Word	I Know	Sounds Familiar	I Do Not Know
circle			
hexagon			
rectangle			
square			
triangle			

Understand Vocabulary

Write the number of each shape.

1. _____ circles
2. _____ squares
3. _____ triangles



Rocket Shapes

Materials

-  • 6  • 8  • 14 

Play with a partner.
Take turns.

- 1 Spin the .
- 2 Name the shape you spin.

- 3 Place that shape on the rocket if you can.
- 4 If you cannot place the shape, your turn is over.
- 5 The first player to cover a whole rocket wins.



Player 1



Player 2



Name _____

Lesson 12.1

Sort Two-Dimensional Shapes

Essential Question How can you use attributes to sort two-dimensional shapes?

COMMON CORE STANDARD CC.1.G.1

Reason with shapes and their attributes.

Listen and Draw



Draw to sort the shapes.
Write the sorting rule.



-------------------	-------------------

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FOR THE TEACHER • Read the following aloud. Devon wants to sort these shapes to show a group of triangles and a group of rectangles. Draw and write to show how Devon sorts the shapes.

Math Talk

Are there shapes that did not go in your groups?
Explain.



MATHEMATICAL PRACTICES

Model and Draw

Here are some ways to sort two-dimensional shapes.

A **square** is a special kind of rectangle.

curved and closed shapes



circles

closed shapes with ____ **sides**



triangles

closed shapes with ____ **vertices**



rectangles

Share and Show



Read the sorting rule. Circle the shapes that follow the rule.

THINK
Vertices are where the sides meet.

1. 4 vertices



2. not curved



3. only 3 sides



4. more than 3 sides



Name _____

On Your Own

Circle the shapes that follow the rule.

REMEMBER
Read the sorting
rule first.



5. curved



6. only 3 vertices



7. 4 sides



8. 4 sides are the same length



Draw 2 different two-dimensional shapes that follow both parts of the sorting rule.

9. 3 sides and 3 vertices

10. 2 sides are long and
2 sides are short

PROBLEM SOLVING

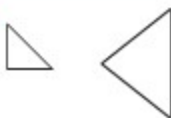
REAL WORLD

Write Math

Ted sorted these shapes three different ways. Write sorting rules to tell how Ted sorted.



11.



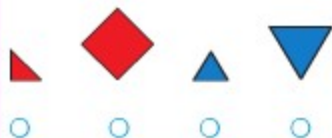
12.



13.



14. **★ Test Prep** Which shape would **not** be sorted into this group?



TAKE HOME ACTIVITY • Gather some household objects such as photos, coins, and napkins. Ask your child to sort them by shape.

Name _____

Describe Two-Dimensional Shapes

Essential Question What attributes can you use to describe two-dimensional shapes?

HANDS ON Lesson 12.2

COMMON CORE STANDARD CC.1.G.1

Reason with shapes and their attributes.

Listen and Draw

Use two-dimensional shapes. Sort them into two groups. Draw to show your work.

curved	straight
	

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FOR THE TEACHER • Have children sort two-dimensional shapes into groups that are curved and straight. Have them draw the shapes to show how they sorted.

Math Talk

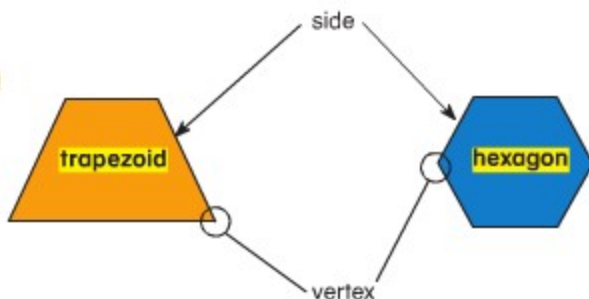
Explain how you sorted the shapes into two groups. Name the shapes in each group.



MATHEMATICAL PRACTICES

Model and Draw

Some shapes have straight sides and vertices.



Share and Show



Use two-dimensional shapes. Draw and write to complete the chart.

	Shape	Draw the shape.	Number of Straight Sides	Number of Vertices
1.	hexagon			
2.	rectangle			
3.	square			
4.	trapezoid			
5.	triangle			

Name _____

On Your Own

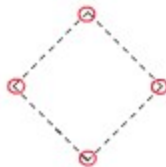
Use  to trace each straight side.

Use  to circle each vertex.

Write the number of sides and vertices.



6.



____ sides
____ vertices

7.



____ sides
____ vertices

8.



____ sides
____ vertices

9.



____ sides
____ vertices

10.



____ sides
____ vertices

11.



____ sides
____ vertices



Draw a picture to solve.

12. I am a shape with 3 straight sides and 3 vertices.

13. I am a shape with 4 straight sides that are the same length and 4 vertices.

PROBLEM SOLVING

REAL

WORLD

Write
Math

Draw shapes to match the clues.

14. Jake draws a shape that has fewer than 5 sides. It has 3 vertices.

15. Meg draws a shape with 4 sides. She labels it as a trapezoid.

16. **H.O.T.** Ben draws two different shapes. They each have only 4 vertices.

17. **★ Test Prep** How many vertices does a hexagon have?



3



4



5



6



TAKE HOME ACTIVITY • Have your child draw a square, a trapezoid, and a triangle. For each shape, have him or her show you the sides and vertices and tell how many of each.

Name _____

HANDS ON Lesson 12.3

Combine Two-Dimensional Shapes

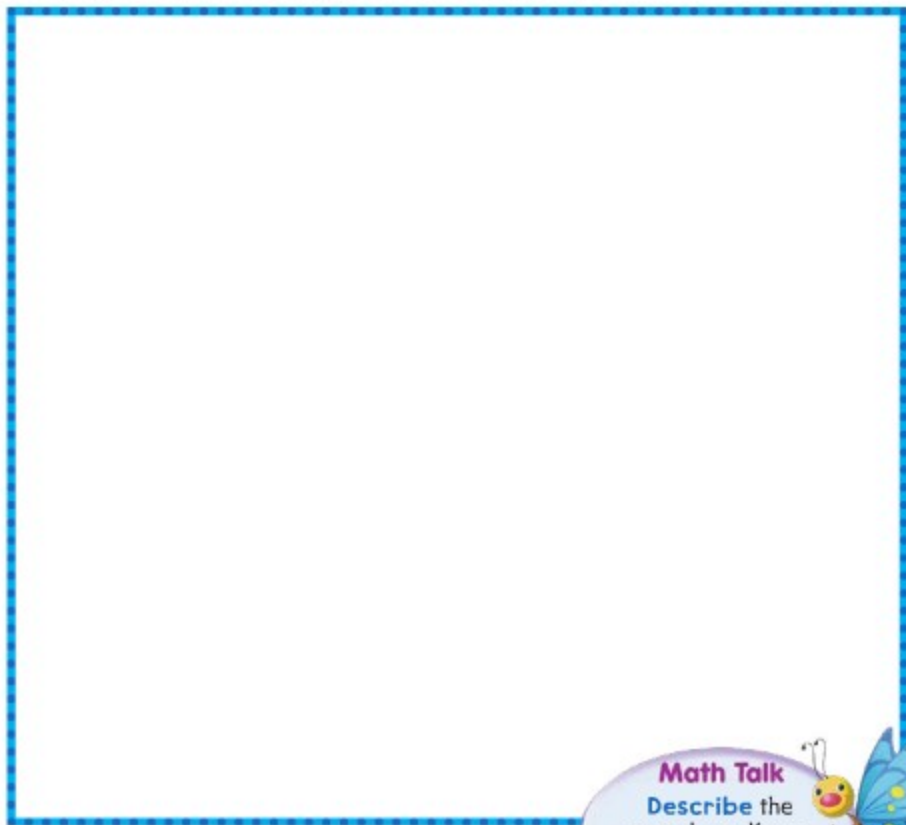
Essential Question How can you put two-dimensional shapes together to make new two-dimensional shapes?

COMMON CORE STANDARD CC.1.G.2

Reason with shapes and their attributes.

Listen and Draw

Use pattern blocks. Draw to show your work.



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FOR THE TEACHER • Have children use pattern blocks to act out the following problem. Karen has some pattern blocks. She puts two triangles together. Draw a new shape Karen could make.

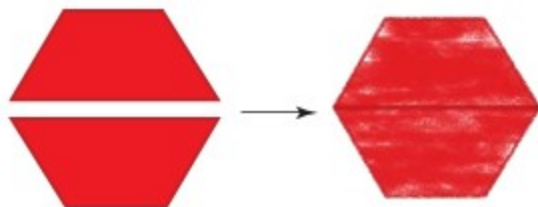
Math Talk
Describe the new shape Karen made.



MATHEMATICAL PRACTICES

Model and Draw

How many  do you need to make a ?



2  make a .

Share and Show



Use pattern blocks. Draw to show the blocks.
Write how many blocks you used.

1. How many  make a ?

  make a .

2. How many  make a ?

  make a .

Name _____

On Your Own

Use pattern blocks. Draw to show the blocks.
Write how many blocks you used.



3. How many  make a  ?

4. How many  make a  ?

_____  make a .

_____  make a .

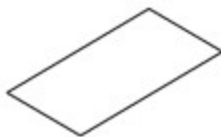


Solve. Circle a block to show your answer.

5. Use me two times to make this shape. Which block am I?



6. Use me two times to make this shape. Which block am I?



PROBLEM SOLVING

REAL

WORLD

Write
Math

Use pattern blocks.
Draw to show your answer.

7. 2  make a .

How many  make 3 .

_____  make 3 .

8.  **Test Prep** How many  do you
use to make a .

8



6



3



2



TAKE HOME ACTIVITY • Have your child explain how
he or she solved Exercises 1 and 2.

Combine More Shapes

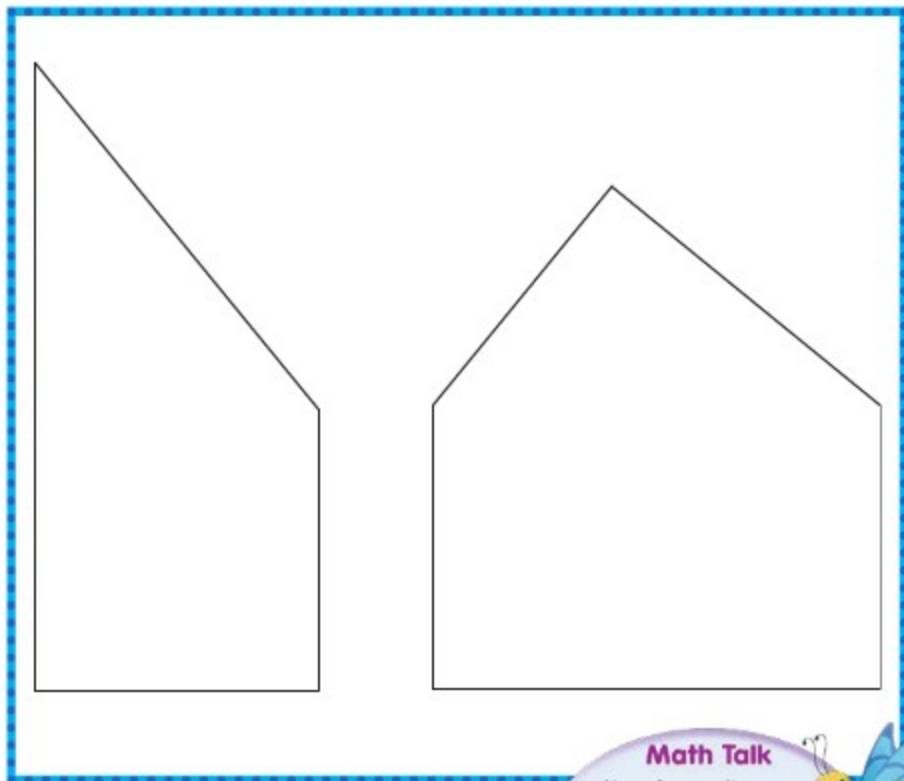
Essential Question How can you combine two-dimensional shapes to make new shapes?

COMMON CORE STANDARD CC.1.G.2

Reason with shapes and their attributes.

Listen and Draw

Use shapes to fill each outline.
Draw to show your work.



FOR THE TEACHER • Have children use two shapes to fill the outline on the left, and draw a line to show the two shapes. Then have children use three shapes to fill the outline on the right, again drawing lines to show the shapes.

Math Talk

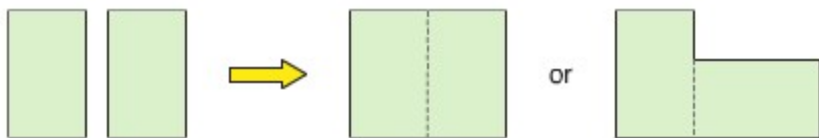
Use the outline on the left to **describe** how two shapes can make another shape.



MATHEMATICAL PRACTICES

Model and Draw

Combine shapes to make a new shape.



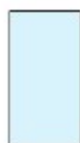
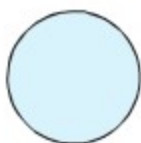
How else could you combine 2  ?

Share and Show



Circle two shapes that can combine to make the shape on the left.

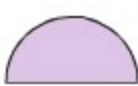
1.



2.



3.



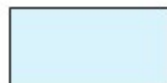
Name _____

On Your Own

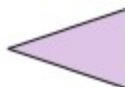
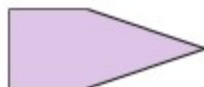
Circle two shapes that can combine to make the shape on the left.



4.



5.



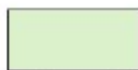
6.



7. **Explain** how to use Shape 1 and Shape 2 to make the New Shape.



Shape 1



Shape 2



New Shape

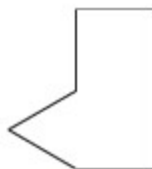
PROBLEM SOLVING

REAL WORLD

Write Math

H.O.T. Draw lines to show how the shapes on the left combine to make the new shape.

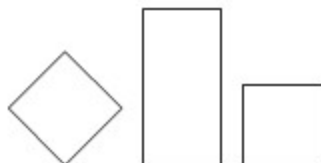
8.



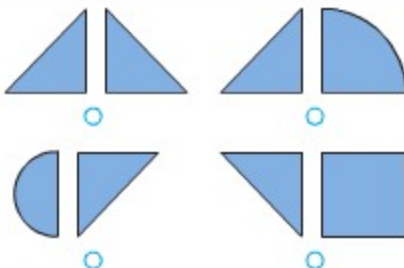
9.



10.



11. **★ Test Prep** Which shapes can combine to make this new shape?



TAKE HOME ACTIVITY • Ask your child to draw a new shape he or she can make by combining two triangles.

Name _____

PROBLEM SOLVING

Lesson 12.5

Problem Solving • Make New Two-Dimensional Shapes

Essential Question How can acting it out help you make new shapes from combined shapes?

COMMON CORE STANDARD CC.1.G.2

Reason with shapes and their attributes.

Cora wants to combine shapes to make a circle. She has .
How can Cora make a circle?



Unlock the Problem

What do I need to find?

how Cora can make a

circle

What information do I need to use?

Cora uses this shape.

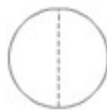


Show how to solve the problem.

Step 1 Use shapes. Combine to make a new shape.



Step 2 Then use the new shape.



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HOME CONNECTION • Recognizing how shapes can be put together and taken apart provides a foundation for future work with fractions.

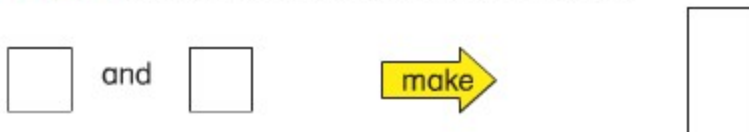
Try Another Problem

Use shapes to solve.
Draw to show your work.

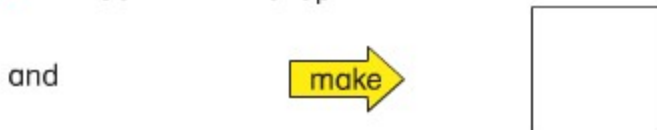
- What do I need to find?
- What information do I need to use?

1. Use  to make a larger .

Step 1 Combine shapes to make a new shape.



Step 2 Then use the new shape.



2. Use  to make a .

Step 1 Combine shapes to make a new shape.



Step 2 Then use the new shape.



Math Talk

Describe how you made the rectangle in Exercise 2.



Share and Show

Use shapes to solve.
Draw to show your work.

3. Use  to make a .

Step 1 Combine shapes to make a new shape.

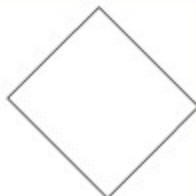


and



Step 2 Then use the new shape.

and



4.  Use  and  to make a .

Step 1 Combine shapes to make a new shape.



and



Step 2 Then use the new shape.

and



TAKE HOME ACTIVITY • Have your child explain how he or she solved Exercise 3.

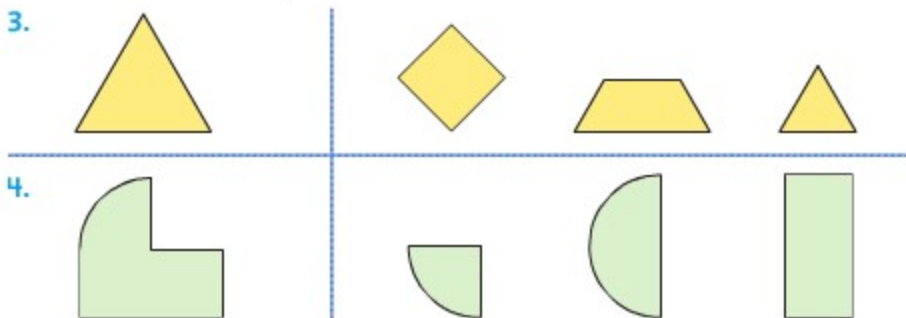
Mid-Chapter Checkpoint

Concepts and Skills

Write the number of sides and vertices. (CC.1.G.1)



Circle the shapes that can combine to make the new shape. (CC.1.G.2)



5. ★ Test Prep

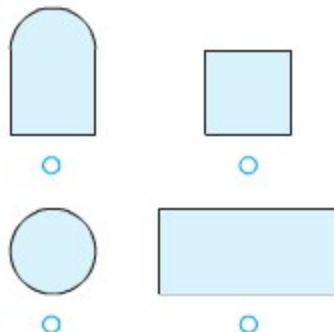
Which new shape could you make? (CC.1.G.2)

Step 1

Combine  and  to make .

Step 2

Then use  and .



Name _____

Find Shapes in Shapes

Essential Question How can you find shapes in other shapes?

HANDS ON Lesson 12.6

COMMON CORE STANDARD CC.1.G.2

Reason with shapes and their attributes.

Listen and Draw

Use pattern blocks. What shape can you make with 1  and 2 ? Draw to show your shape.



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FOR THE TEACHER • Have children explore making new shapes with the given pattern blocks. Discuss different shapes that can be made using the same pattern blocks.

Math Talk

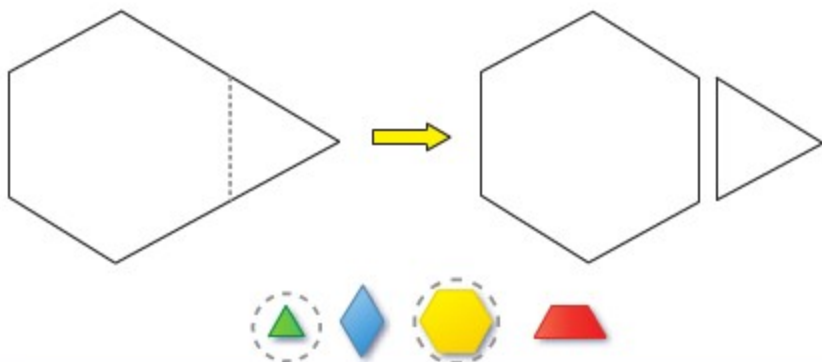
Can you use the same pattern blocks to make a different shape? **Explain.**



MATHEMATICAL PRACTICES

Model and Draw

Which two pattern blocks make this shape?

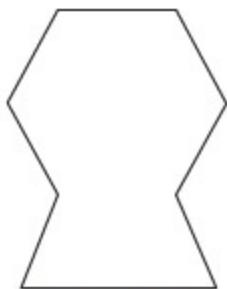


Share and Show

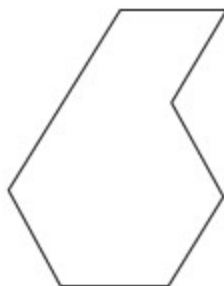


Use two pattern blocks to make the shape.
Draw a line to show your model.
Circle the blocks you use.

1.



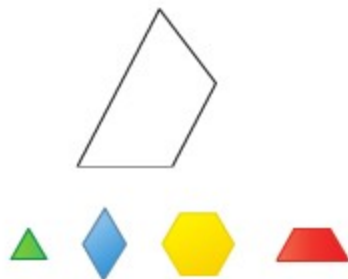
2.



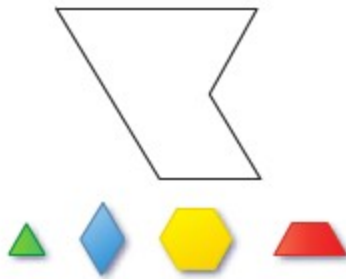
On Your Own

Use two pattern blocks to make the shape.
 Draw a line to show your model.
 Circle the blocks you use.

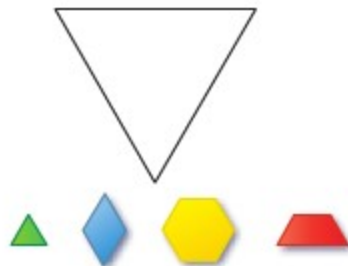
3.



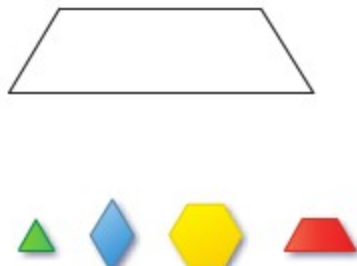
4.



5.



6.



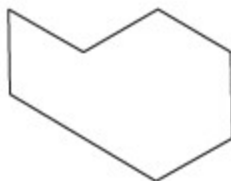
7. **H.O.T.** Use three pattern blocks to make the shape.
 Draw lines to show your model.
 Circle the blocks you use.



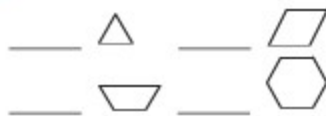
PROBLEM SOLVING

Write Math

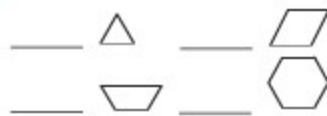
H.O.T. Make the shape below. Use the number of pattern blocks listed in the exercise. Write how many of each block you use.



8. Use 3 blocks.



9. Use 5 blocks.



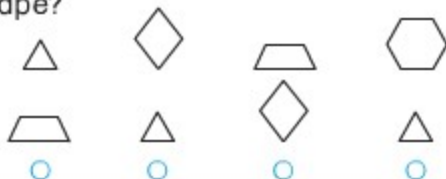
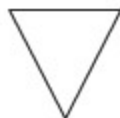
10. Use 7 blocks.



11. Use 8 blocks.



12. **★ Test Prep** Which two pattern blocks can you use to make this shape?



TAKE HOME ACTIVITY • Have your child use this page to explain how to find shapes within the given shape.

Name _____

Lesson 12.7

Take Apart Two-Dimensional Shapes

Essential Question How can you take apart two-dimensional shapes?

COMMON CORE STANDARD CC.1.G.2

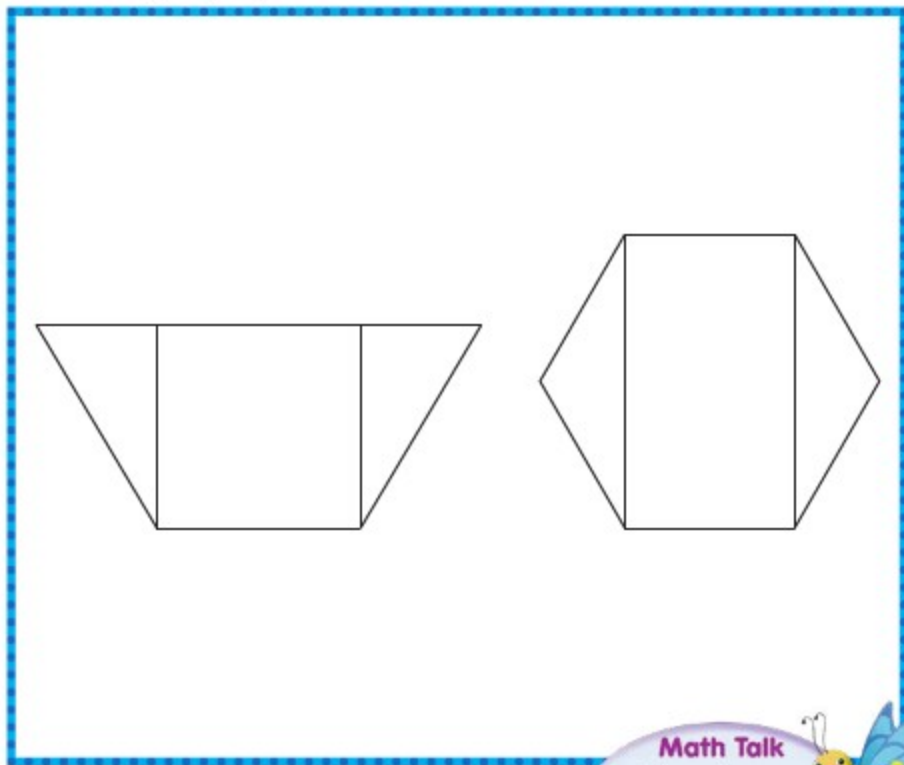
Reason with shapes and their attributes.

Listen and Draw



Color rectangles orange.

Color triangles purple.



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FOR THE TEACHER • Read the following aloud. Karen put some triangles and rectangles together. She drew pictures to show what she made. Color to show how Karen put the shapes together.

Math Talk

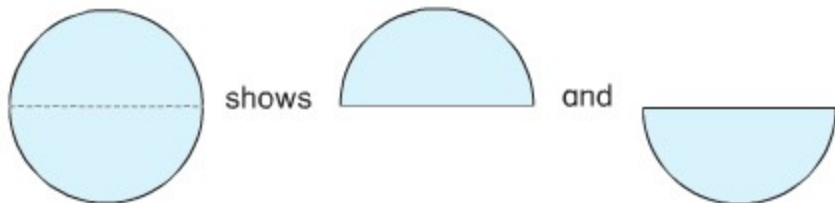
What shapes did Karen make?
Explain.



MATHEMATICAL PRACTICES

Model and Draw

You can draw to show parts of a shape.

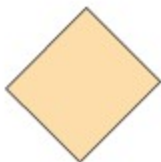


Share and Show



Draw a line to show the parts.

1. Show 2 .



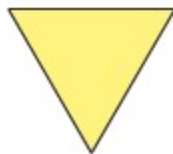
2. Show 2 .



3. Show 2 .



4. Show 2 .



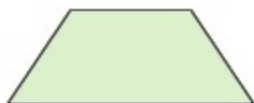
Name _____

On Your Own



Draw a line to show the parts.

5. Show 2 .



6. Show 2 .



7. Show 1  and 1 .

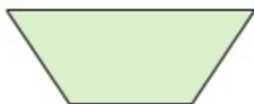


8. Show 1  and 1 .



Draw two lines to show the parts.

9. Show 3 .



10. Show 2  and 1 .

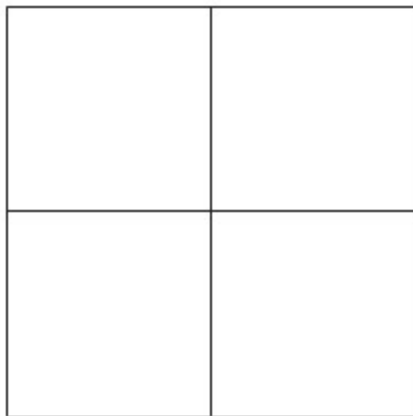


PROBLEM SOLVING

Write
Math

How many squares are there?

11.

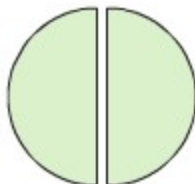
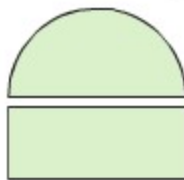
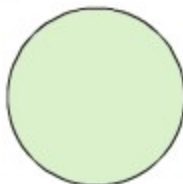
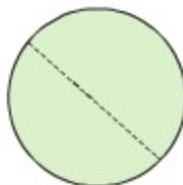


____ squares

12.

**Test Prep** Look at the picture.

What are the parts?

☐☐☐☐**TAKE HOME ACTIVITY** • Ask your child to explain how he or she solved Exercise 11.

Equal or Unequal Parts

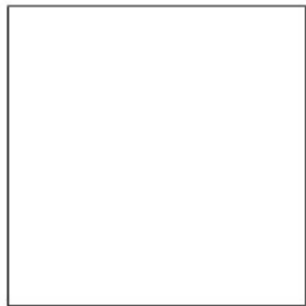
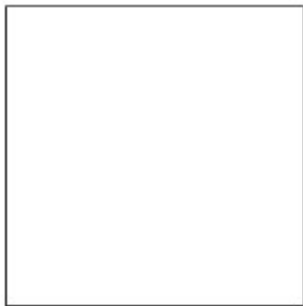
Essential Question How can you identify equal and unequal parts in two-dimensional shapes?

COMMON CORE STANDARD CC.1.G.3

Reason with shapes and their attributes.

Listen and Draw

Draw to show the parts.

Show 2 .Show 3 .

FOR THE TEACHER • Have children draw lines to show two triangles in one square and three triangles in the other square.

Math Talk

Describe how the triangles shown in each square compare.



MATHEMATICAL PRACTICES

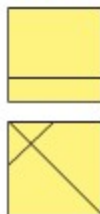
Model and Draw

These show **equal parts**,
or **equal shares**.



How can you
describe equal
shares?

These show **unequal parts**,
or **unequal shares**.



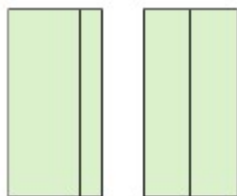
Share and Show



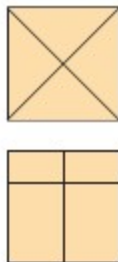
Circle the shape that shows equal parts.

THINK
Are the parts
the same size?

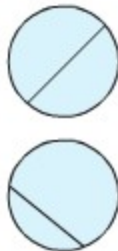
1.



2.

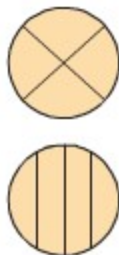


3.

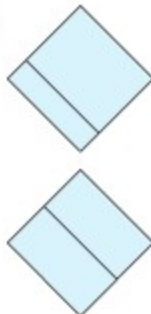


Circle the shape that shows unequal parts.

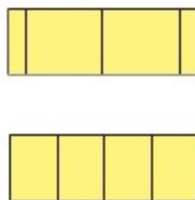
4.



5.



6.



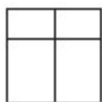
Name _____

On Your Own

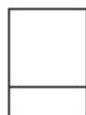
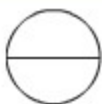
THINK
Equal shares means
the same as equal
parts.

Color the shapes that show unequal shares.

7.



8.



Color the shapes that show equal shares.

9.

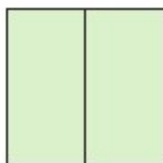


10.



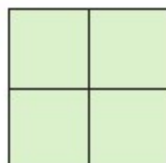
Write the number of equal shares.

11.



____ equal shares

12.



____ equal shares

PROBLEM SOLVING

Write Math



Draw lines to show the parts.

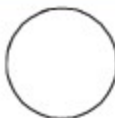
13. 2 equal parts



14. 2 unequal parts



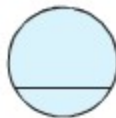
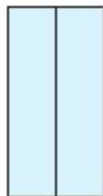
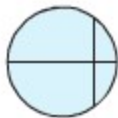
15. 4 equal shares



16. 4 unequal shares



17. ★ **Test Prep** Which shows equal shares?



TAKE HOME ACTIVITY • Draw a circle on a piece of paper. Ask your child to draw a line so the circle shows 2 equal shares.

Halves

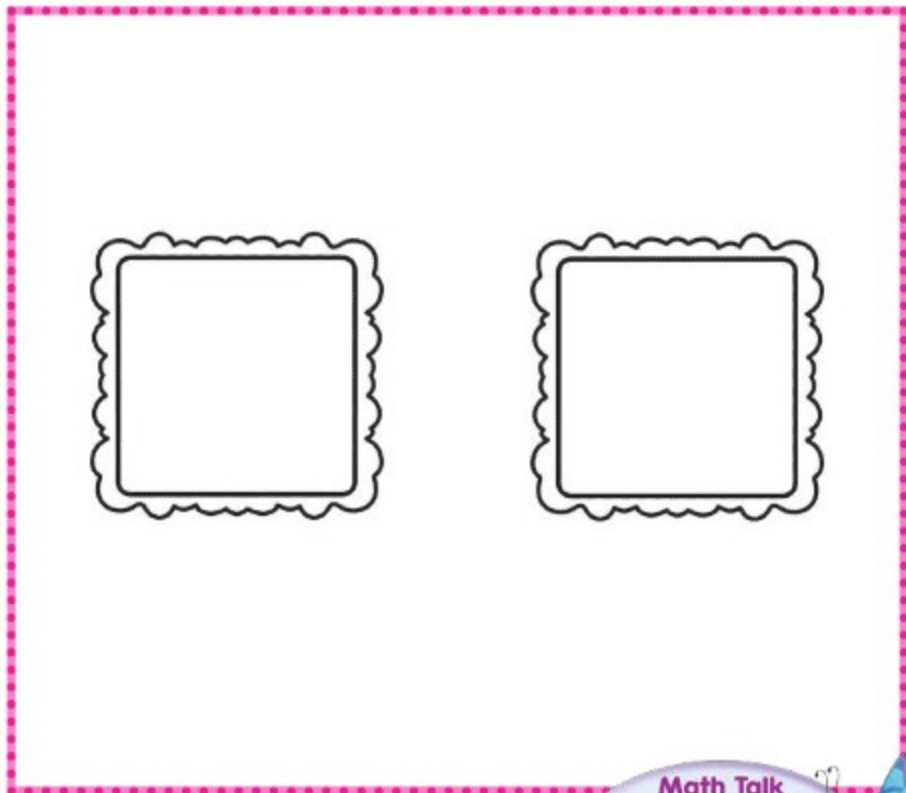
Essential Question How can a shape be separated into two equal shares?

COMMON CORE STANDARD CC.1.G.3

Reason with shapes and their attributes.

Listen and Draw

Draw to solve.



FOR THE TEACHER • Have children draw to solve this problem: Two friends share the sandwich on the left. How can they cut the sandwich so each gets an equal share? Then have children solve this problem: Two other friends share the sandwich on the right. How could this sandwich be cut a different way so each friend gets an equal share?

Math Talk

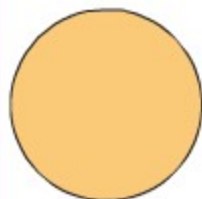
Will all four friends get the same amount of sandwich?

Explain.

MATHEMATICAL PRACTICES

Model and Draw

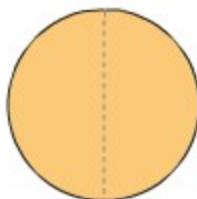
The 2 equal shares make 1 whole.



1 whole



2 equal shares



2 halves

Is **half of** the circle larger or smaller than the whole circle?



Share and Show



Draw a line to show halves.

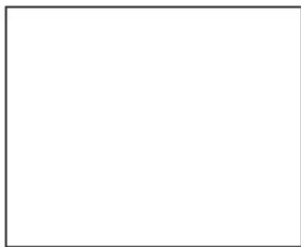
1.



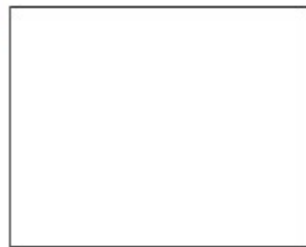
2.



3.



4.



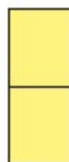
Name _____

On Your Own

Circle the shapes that show halves.

THINK
Halves are equal shares.

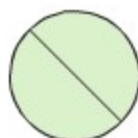
5.



6.



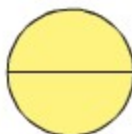
7.



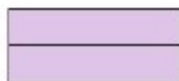
8.



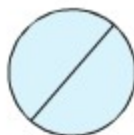
9.



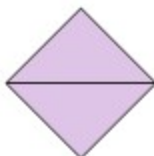
10.



11.



12.



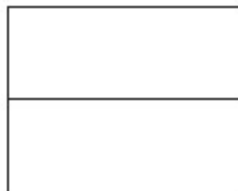
13.



14.



Use the picture.
Write numbers to solve.



The picture shows ____ halves.

The ____ equal shares make ____ whole.

PROBLEM SOLVING

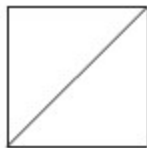
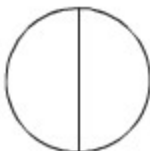
REAL

WORLD

Write Math

Draw or write to solve.

15. Color half of each shape.



16. Linus cut a circle into equal shares. He traced one of the parts. Write **half of** or **halves** to name the part.

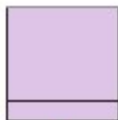


_____ a circle

17. **H.O.T.** Draw three different ways to show halves.



18. **★ Test Prep** Which shows halves?



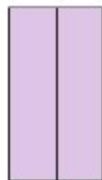
○



○



○



○



TAKE HOME ACTIVITY • Draw a rectangle on a piece of paper. Ask your child to draw a line to show halves.

Fourths

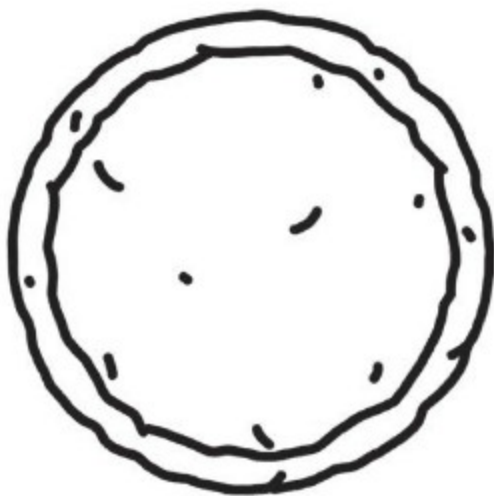
Essential Question How can a shape be separated into four equal shares?

COMMON CORE STANDARD CC.1.G.3

Reason with shapes and their attributes.

Listen and Draw

Use what you know about halves.
Draw to solve. Write how many.



There are ____ equal shares.



FOR THE TEACHER • Read the following problem.
Two friends will share a pizza. Then two more friends come. Now four friends will share the pizza.
How can the pizza be cut so each friend gets an equal share? How many equal shares are there?

Math Talk

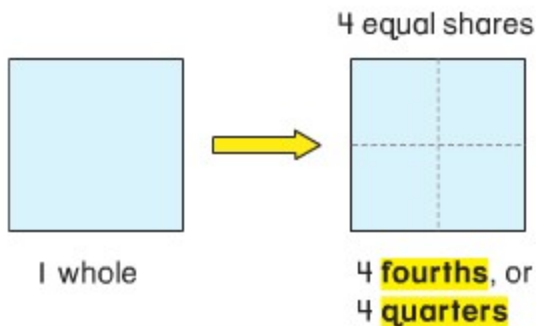
How did you decide how to cut the pizza?
Explain.



MATHEMATICAL PRACTICES

Model and Draw

The 4 equal shares make 1 whole.



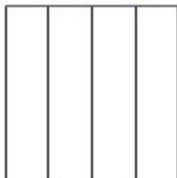
How can you describe one of the 4 equal shares?

Share and Show



Color a **fourth of** the shape.

1.



2.



3.

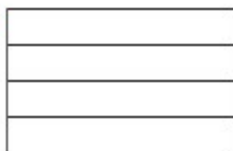


Color a **quarter of** the shape.

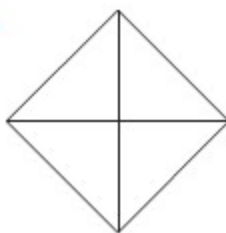
4.



5.



6.



Name _____



On Your Own

Circle the shapes that show fourths.

7.



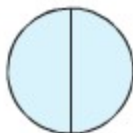
8.



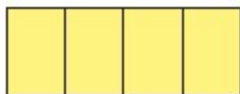
9.



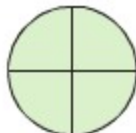
10.



11.



12.



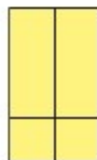
13.



14.



15.



16. **H.O.T.** Draw three different ways to show fourths.



PROBLEM SOLVING

REAL

WORLD

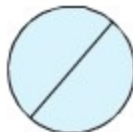
Write Math

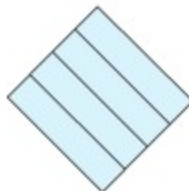
Solve.

17. Stacy drew a picture to show a quarter of a circle. Which shape did Stacy draw? Circle it.



18. Write **halves**, **fourths**, or **quarters** to name the equal shares.

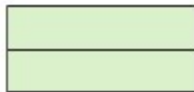




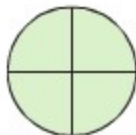
19. **H.O.T.** Circle the shape that shows quarters.



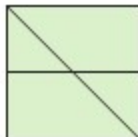
20. **★ Test Prep** Which shows fourths?



☐



☐



☐



☐



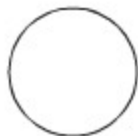
TAKE HOME ACTIVITY • Draw a circle on a piece of paper. Ask your child to draw lines to show fourths.

Chapter 12 Review/Test

Vocabulary

Draw a line to show **halves**. (p.518)

1.



2.



3.



Concepts and Skills

4. Circle the shapes that have only 3 vertices.

(CC.1.G.1)



Use pattern blocks. Draw to show the blocks.

Write how many blocks you use. (CC.1.G.2)

5.



6.



7. Color the shapes that show equal shares. (CC.1.G.3)



8. How many straight sides does a trapezoid have? (CC.1.G.1)



2



4



5



6



9. Which shapes can combine to make this new shape? (CC.1.G.2)



10. Which new shape could you make? (CC.1.G.2)

Step 1

Combine  and  to make .

Step 2

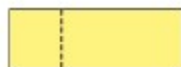
Then use  and .



11. Which two pattern blocks can you use to make this shape? (CC.1.G.2)



12. Look at the picture.
What are the parts? (CC.1.G.2)



☐



☐

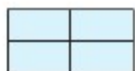


☐



☐

13. Which shape shows unequal parts? (CC.1.G.3)



☐



☐



☐



☐

14. Which shading shows half of a square? (CC.1.G.3)



☐



☐



☐



☐

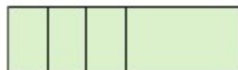
15. Which shape shows fourths? (CC.1.G.3)



☐



☐

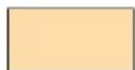


☐

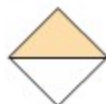


☐

16. Which shading shows a quarter of a rectangle? (CC.1.G.3)



☐



☐



☐



☐

Performance Task (CC.1.G.1, CC.1.G.3)

Use the following clues to draw a shape.



- The shape has only straight sides.
- The shape has more than 3 sides.
- The shape has fewer than 5 vertices.
- The shape can be cut into fourths.

Draw to show the shape. Draw lines to show how the shape can be cut. Write how many equal shares there are.



Picture Glossary

add sumar



$$3 + 2 = 5$$

addend sumando

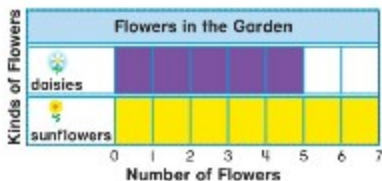
$$1 + 3 = 4$$

addend

addition sentence enunciado de suma

$2 + 1 = 3$ is an addition sentence.

bar graph gráfica de barras



circle círculo



compare comparar

Subtract to **compare** groups.



$$5 - 1 = 4$$

There are more .

cone **cono**



count back **contar hacia atrás**



$$8 - 1 = 7$$

Start at 8.

Count back 1.

You are on 7.

count on **contar hacia adelante**

$$4 + 2 = 6$$

Say 4.

Count on 2.

5, 6

cube **cubo**



curved surface **superficie curva**

Some three-dimensional shapes have a **curved surface**.



cylinder **cilindro**



difference **diferencia**

$$4 - 3 = 1$$

The **difference** is 1.

digit **dígito**

13 is a two-**digit** number.

The **1** in 13 means 1 ten.

The **3** in 13 means 3 ones.

doubles **dobles**

$$5 + 5 = 10$$

doubles minus one **dobles menos uno**



$$5 + 5 = 10, \text{ so } 5 + 4 = 9$$

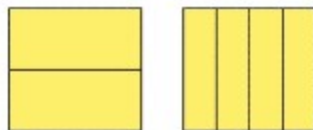
doubles plus one **dobles más uno**



$$5 + 5 = 10, \text{ so } 5 + 6 = 11$$

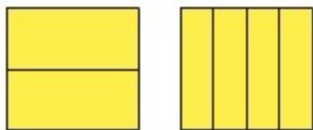
equal parts **partes iguales**

These show **equal parts**,
or equal shares.



equal shares **porciones iguales**

These show equal parts, or **equal shares**.



fewer **menos**



3 fewer 🐦

flat surface **superficie plana**

Some three-dimensional shapes have only **flat surfaces**.



fourth of **cuarto de**

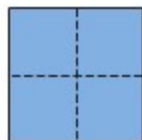
A **fourth of** this shape is shaded.



fourths **cuartos**



1 whole



4 **fourths**, or
4 quarters

half hour **media hora**



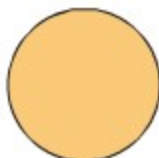
A **half hour** has 30 minutes.

half of **mitad de**

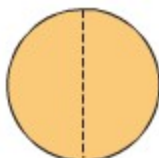
Half of this shape is shaded.



halves **mitades**



1 whole

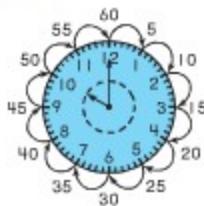


2 halves

hexagon **hexágono**

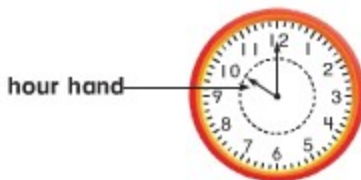


hour **hora**

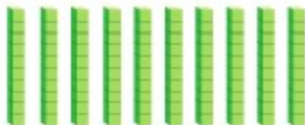


An hour has 60 minutes.

hour hand **horario**



hundred **centena**



10 tens is the same as 1 hundred.

is equal to (=) **es igual a**

2 plus 1 is equal to 3.

$$2 + 1 = 3$$

is greater than **es mayor que**

35 is greater than 27.



$$35 > 27$$

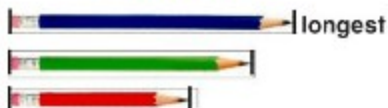
is less than **es menor que**

43 is less than 49.



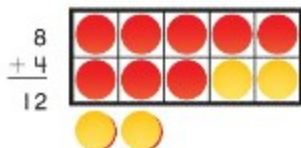
$$43 < 49$$

longest **el más largo**



make a ten **formar una decena**

Move 2 counters into the ten frame. **Make a ten.**

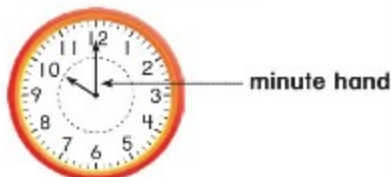


minus (-) **menos**

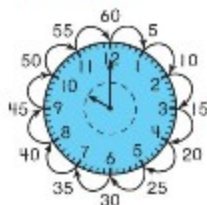
4 minus 3 is equal to 1.

$$4 - 3 = 1$$

minute hand **minutero**



minutes **minutos**



An hour has 60 **minutes**.

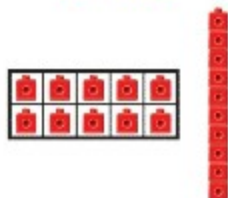
more **más**



$$5 - 1 = 4$$

There are **more** .

ones **unidades**



10 **ones** = 1 ten

order **orden**

You can change the **order** of the addends.



$$1 + 3 = 4$$



$$3 + 1 = 4$$

picture graph **gráfica con dibujos**

Our Favorite Activity at the Fair									
	animals								
	rides								

Each  stands for 1 child.

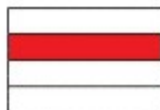
plus (+) **más**

2 **plus** 1 is equal to 3.

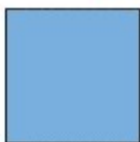
$$2 + 1 = 3$$

quarter of **cuarta parte de**

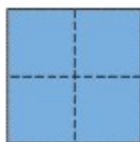
A **quarter** of this shape
is shaded.



quarters **cuartas partes**



1 whole



4 fourths,
or 4 **quarters**

rectangle **rectángulo**



A square is a
special kind of
rectangle.

rectangular prism **prisma
rectangular**



A cube is a special
kind of rectangular
prism.

related facts **operaciones
relacionadas**



$$4 + 5 = 9$$



$$5 + 4 = 9$$

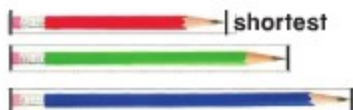


$$9 - 5 = 4$$

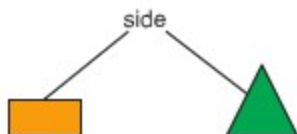


$$9 - 4 = 5$$

shortest **el más corto**



side **lado**



sphere **esfera**



square **cuadrado**



subtract **restar**

Subtract to find out
how many.



subtraction sentence
enunciado de resta

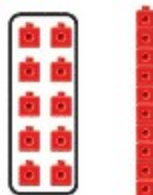
$4 - 3 = 1$ is a **subtraction**
sentence.

sum suma o total

2 plus 1 is equal to 3.

The **sum** is 3.

ten decena



10 ones = 1 ten

tally chart tabla de conteo

Boys and Girls in Our Class		Total
 boys		9
 girls		6

trapezoid trapecio



tally mark marca de conteo



Each **tally mark** | stands for 1.

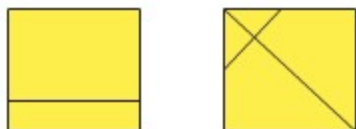
|||| stands for 5.

triangle triángulo



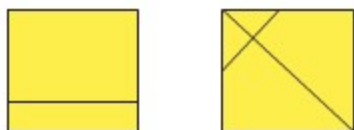
unequal parts partes
desiguales

These show **unequal parts**,
or **unequal shares**.

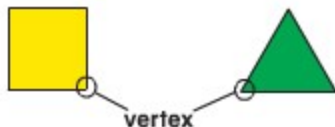


unequal shares porciones
desiguales

These show unequal parts,
or **unequal shares**.



vertex vértice



zero 0 **cero**

When you add **zero** to
any number, the sum
is that number.



$$5 + 0 = 5$$

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